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ABSTRACT

This guide is intended to stimulate the interest of school administrators and to provide them with the management skills necessary to improve and initiate effective vocational education programs in their communities. It is divided into nine topic areas: introduction, federal legislation, certification, advisory committees, partnerships, promotion, student organizations, evaluation, and follow-up. Each area gives the reader a step-by-step approach for establishing and carrying out a plan for vocational education. Material is presented in a question-and-answer format, and sources of information are cited. An appendix, making up approximately one-half of the guide, contains resource materials; sample forms, questionnaires, plan formats, and evaluation forms; suggestions; press releases; brochures; and a resource list. (YLB)

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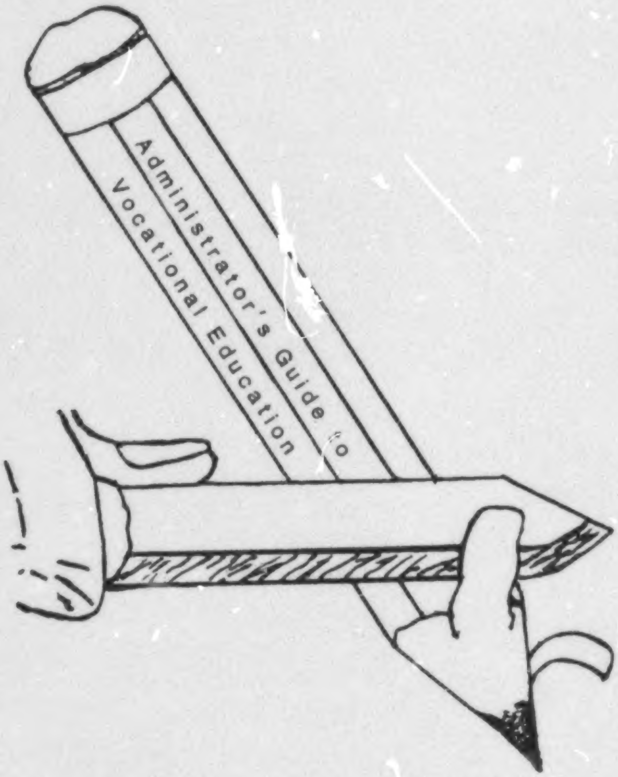
ADMINISTRATOR'S GUIDE TO VOCATIONAL EDUCATION



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SHARPEN YOUR SKILLS

FOREWORD

Vocational education is an integral part of Oregon's comprehensive secondary education program. The benefits to our students have been well documented, and I believe vocational education will have an even more important role in the future. However, that role must be a constantly changing one if we are to meet the rapidly changing needs of our society.

With the shift of the American economy from an industrial base to a service and information base, it becomes readily apparent that the training and retraining of the American workforce must move to the top of this nation's domestic agenda. The understanding of vocational education's potential, and the support of school administrators to achieve that potential is critical if education is to be positioned to meet this national need. Projects such as this can only help us in doing what must be done to prepare our students for the world in which they will live.

Verne A. Duncan

Verne A. Duncan
State Superintendent
of Public Instruction

ACKNOWLEDGEMENTS

This guide is the result of the generous and professional efforts of many persons. The creative contributions of numerous agencies are gratefully acknowledged. Without them, this guide would not be a reality.

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TABLE OF CONTENTS

FOREWORD i
ACKNOWLEDGMENTS ii
PREFACE v
INTRODUCTION 1
FEDERAL LEGISLATION 9
CERTIFICATION 15
ADVISORY COMMITTEES 23
PARTNERSHIPS 31
PROMOTION 39
STUDENT ORGANIZATIONS 45
EVALUATION 51
FOLLOW-UP 59
APPENDIX 63
  High School Follow-Up Questionnaire .... A
  Professional Program Improvement Forms .... B-F
  Advisory Council .... G
  Advisory Committee .... H
  Statement of Purpose I
  Vocational Education Advisory Council Charter .... J
  How to Develop a Balanced, Working Membership .... K
  Letter of Appointment L
  News Release .... M
  Bylaws .... N
  Advisory Council for Total School Programs .... O
  Advisory Committee for Individual Occupational Programs .... P
  First Year Program of Work .... Q
  Certificate of Appreciation .... R

Reynolds School District Vocational Education Survey .... S
Philosophy of Promotion .... T
Sample Promotional Forms .... U
Promoting Vocational Education Week V
Oregon Vocational Student Organizations Pamphlet .... W
Mail-In Form for Brochures on VSO's X
Securing a Third-Party Evaluation Consultant .... Y
Evaluation Plan Form .... Z
Program Evaluation Statements .... AA
Key Evaluation Questions .... BB
Data-Collection Techniques CC
Review of Program Components .... DD
Evaluation Form .... EE
Follow-up of Vocational Students .... FF
Umatilla ESD Regional Coordinator Follow-Up .... GG
Resource List ....
Regional Coordinators ....

PREFACE

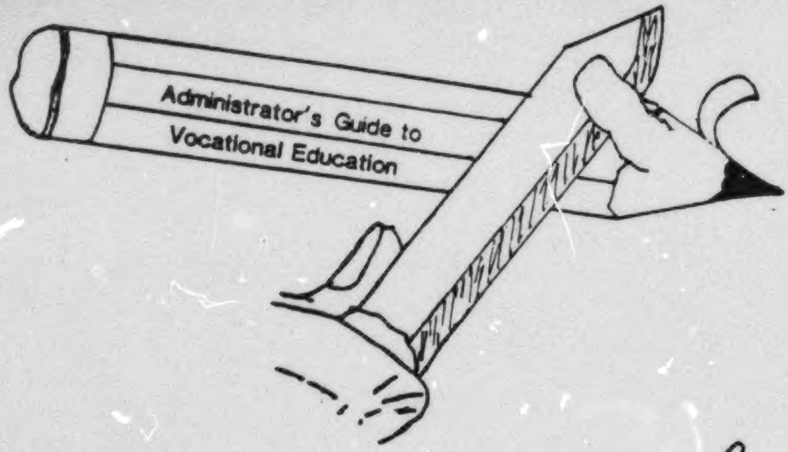
Vocational education plays a central role in addressing Oregon's pressing educational, economic, social and technological needs. These needs affect virtually every worker and workplace. More than ever before, workers must possess both technological and basic academic skills. Although vocational education has traditionally provided people with technical skills, it can also help develop basic communication and computational skills. Vocational education provides a purpose for learning and a practical application of basic skills.

School administrators must be fully informed of this role and be provided the management skills necessary to improve and initiate effective programs in their communities. The Administrator's Guide to Vocational Education was destined to stimulate the interest of school administrators and to help them formulate and meet their goals in vocational education. It is divided into nine topic areas followed by an appendix. Each area gives the reader a step-by-step approach for establishing and carrying out a plan for vocational education.

Best wishes for a successful response to the educational, economic, social and technological needs of your community.

Monty Multanen

Monty Multanen
Assistant Superintendent
Division of Vocational Education


Administrator's Guide to
Vocational Education

"Education is in transition, in common with most of our institutions. Clearly, increased attention to life-long vocational education will be the end product of this transition as people of all ages recognize that the need to learn how-to-learn and relearn must be our new focus."

Dr. Jean Mater
Vice President
Mater Engineering
Corvallis Consulting Engineers

Chairman, Job Training Coordination
Council of the Job Training
Partnership Act (JTPA)

INTRODUCTION

What is the mission of vocational education?

Provide entry-level job skills in skilled, technical, and para-professional jobs.

Upgrade workers so their skills continue to meet job requirements.

Retrain individuals for new jobs.

Prepare students for advanced occupational preparation.

The statewide goal is that *quality* vocational education programs will be *accessible* to all students, resulting in the *availability* of skilled workers for Oregon business and industry.

"Quality programs" require that:

--students learn skills needed for employment.

--students are offered choices among occupational options.

--basic skills instruction is taught with relationship to occupational preparation.

--students are encouraged to accept a sense of responsibility to self and others.

--learning is related to its later application in careers and other adult life roles.

"Access" requires that

--programs eliminate unfair discrimination.

--programs are available to all secondary students, and cooperative programs between school districts are provided as appropriate.

--postsecondary programs are available as needed, with regional community college programs offered where appropriate.

--the efforts of all agencies, institutions and organizations are coordinated to best serve students.

Skilled worker "availability" depends on:

--business, industry, labor and educators working together to stimulate economic development and to identify and meet training needs.

--short- and long-term programs being offered in areas of high demand.

--providing students with current, localized information about occupational opportunities, labor market requirements, and methods of career preparation.

--examining data on the work history and performance of former students so that programs can be modified for greater effectiveness.

Why is vocational education necessary?

Help students achieve the satisfaction of doing productive work.

Equip students to become self-supporting adults.

Maintain annual economic growth.

Enhance skill of labor force.

Increase number of technicians and skilled craftsman in industry, business, agriculture, and health fields.

Instill values of work and its place in our competitive world.

For whom is vocational education intended?

Persons needing entry-level skills or pre-employment preparation.

Employed persons needing supplemental or upgrading of job skills.

Apprentices who need related instruction in specific occupational areas.

What are vocational education programs?

The Vocational Education Amendment of 1976 (Public Law 94-482) identifies vocational education programs as. . .

- organized in instruction related to occupation(s) to benefit students seeking training and acquiring, maintaining and repairing of instructional supplies, teaching aids, and equipment.
- directly related to preparation of individuals for paid or unpaid employment or upgrading and retraining for a career requiring other than baccalaureate or advanced degree.

What types of vocational education programs are found at the secondary level in Oregon?

- Vocational Cluster Programs:

    1. Accounting
    2. Agriculture
    3. Clerical
    4. Construction
    5. Electricity-Electronics
    6. Foodservice
    7. Forest Products
    8. Graphics
    9. Health Occupations
    10. Industrial Mechanics
    11. Marketing
    12. Metals
    13. Service Occupations
    14. Secretarial

Vocational clusters are designed around skills, knowledge, and attitudes that are common to related occupations. The criteria for a vocational cluster are: (1) a grouping of occupations having similar skills, knowledge, and attitudes, (2) at least 10,000 persons currently employed in the state in those occupations, and (3) a projected need for expansion and/or replacement of at least 2,000 persons in five years. The primary aim of the cluster programs is not exploratory or general vocational preparation--it is to directly prepare individuals for employment.

- Special Vocational Programs:

    1. Programs related to a specific occupation i.e. shipbuilding, welding.

    2. Programs based on two or more vocational clusters, usually offered in small schools that do not have facilities to offer a wide variety and called Diversified Occupations (D.O.).

    3. Programs that contain basic requirements for job search and on the job experience (cooperative work experience).

- Alternative Programming:

    The program design, delivery, and setting differ from the standard cluster or special vocational programs. Variations or alternatives in some school districts have resulted in equivalent programming. However, nonequivalent programming could also be devised.

See Resource List Number 4

Check List

Vocational education is an integral part of the entire education program. A quality vocational education program should contain the following components:

Instructors who...

have recent, successful job experience in the occupation they teach.

foster attitudes, skills, thinking, and work habits required in the occupation.

assist in placing students after graduation.

Students who

need, want, and profit from vocational programs.

may wish immediate employment or want to pursue post-secondary vocational programs.

Facilities that...

replicate the occupation itself with tools, etc.

provide hands-on experiences.

Curriculum which is...

developed from job analysis to determine requirements in the occupation.

flexible to provide student entrance and exit.

not only classroom instruction but which contains related instructional activities such as shop/laboratory, supervised occupational experiences, etc.

Administrators who...

provide leadership in developing quality programs through appropriate state, regional, and national accreditation.

support vocational education.

Guidance and Counseling including...

career information, assessment, testing, placement and follow-up services.

opportunities where student can explore options of changing occupations and educational programs.

Research and Development that...

produces sound planning and vocational programs that are developed, conducted, and evaluated in consultation with advisory committees.

Documented Quality that...

includes periodic review, evaluation, analysis, and follow-up of graduates.

Community Resources that...

provide quality programs.

Vocational Student Leadership Organizations that...

provide students with various activities to develop leadership, i.e. FBLA, FFA, FHA.

Personnel Development which...

includes preservice and inservice programs.

Administrator's Guide to
Vocational Education

FEDERAL LEGISLATION 2

"Evidence shows that 70-80% of today's jobs do not require a college degree. The secondary schools need to accept the challenge of providing students with entry level job skills and the awareness that they must be life-long learners, so that they can cope with the challenges of our rapidly changing technological society."

Richard Reiten, President
Nicolai Company
Portland

FEDERAL LEGISLATION

What is the purpose of 94-482?

- Expansion and improvement of vocational education programs; maintenance where needed
- Ready access to vocational education training or retraining which is of ...

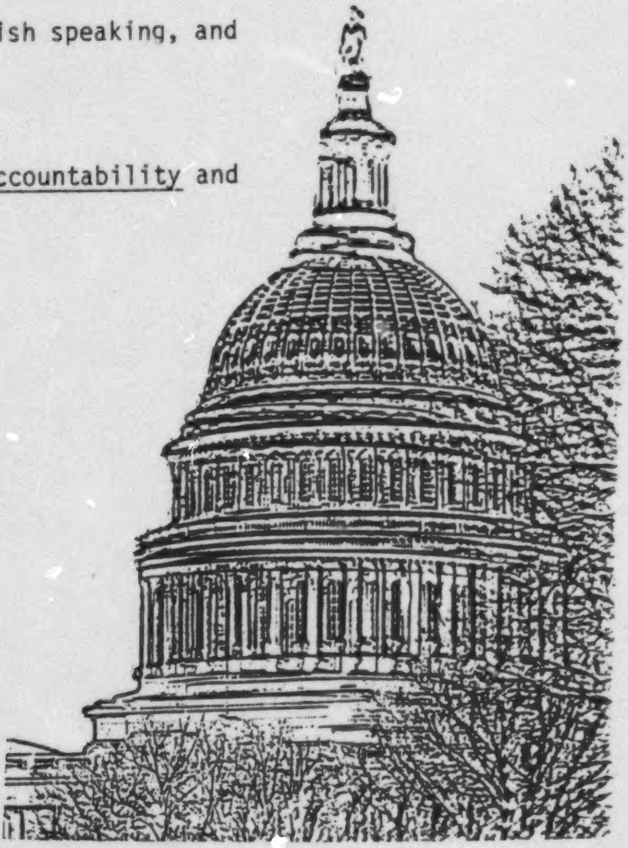
  high quality

  realistic in light of actual or anticipated opportunities for gainful employment

  suited to student's needs, interests and ability to benefit

What are the major themes of 94-482 that impact secondary educators?

- Public participation
- Sex equity
- Disadvantaged, limited-English speaking, and handicapped
- Planning
- Evaluation which includes accountability and program improvement



Priorities

The Vocational Education Act is only a means to an end--a well-rounded educational program. Secondary school administrators should establish these priorities if the major themes of Public Law 94-482 are to be addressed:

__Collaboration__ to provide a wide range of public participation.

- A local district advisory council must be established if school districts wish to receive assistance under this act
- Representatives of business, industry and labor, and others from the general public serve on the advisory council
- Decision-making must include members of public involved in employment-related education and training

See Advisory
Councils/Committees
pp. 25-29

__Equality__ of opportunity to provide extra services needed to increase access and to improve probability of successful program completion and transition into employment.

- Special services are needed for:

    educationally, economically, and physically disabled

    those who have been discriminated against because of sex, race, and geographic location

- The following activities can be implemented:

    outreach, diagnostic/assessment, career planning

    decision-making services

    improved information services and counseling for non-traditional enrollment staff development

supplementing regular instruction

varying entry-exit program completion

extending school year

Quality that is the result of careful planning and is reflected in the improvement of programs that are up-to-date and futuristic.

- describing needs of community
- describing how activities proposed relate to manpower programs in area to assure a coordinated approach

See #8 on Resource List for forms and specific program requirements

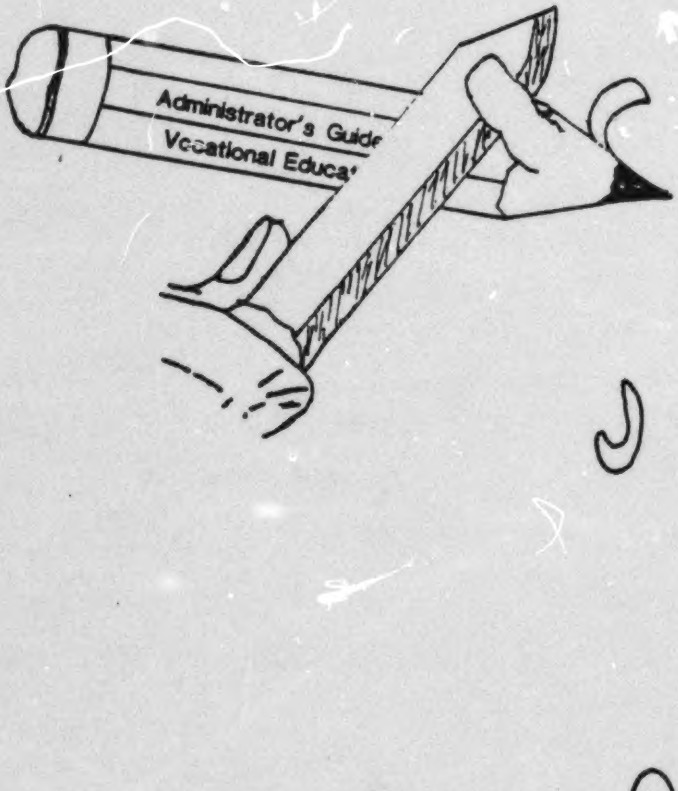
Excellence in evaluation is dependent upon gathering information for purpose of making better judgements about future actions.

- Consider the following:
    - labor market information
    - planned course statements and course outlines
    - vocational enrollment data
    - student interests
- Decisions for program improvement are based upon valid sampling techniques which show:
    - employment in occupations related to training
    - employer's evaluation of training and preparation for employment
    - former student's evaluation

Available through Oregon Occupational Information Coordinating Committee (OOICC) in Salem.

See #7 on Resource List for complete evaluation and planning of vocational education

See Appendix A and see also Resource List #2


Administrator's Guide
Vocational Educat

CERTIFICATION 3

"As we move into the high technology age for business and industry, vocational education/training becomes as vital a part of a person's education as the basics (3R's). In my opinion, this means that teachers, teaching methods and teaching aids must be current and continually updated. We cannot continue to teach work skills and methods that are outdated before the high school student and displaced worker join the job market. We must restructure our school budgets to reflect this needed emphasis on vocational training."

Fred Hicks, Store Manager
Montgomery Ward
Jantzen Beach, Portland

Executive Vice President
Oregon ABLE

CERTIFICATION

Why is it important for administrators to understand certification requirements for vocational teachers?

- To provide the best teachers for the district's vocational programs
- To guarantee receipt of state basic school support funds
- To avoid suspension, probation, public reprimand, and/or a fine from TSPC

What kind of certificate is required before someone can teach in a vocational area/program?

- One-year special vocational teaching certificate

  - or -

- Five-year special vocational teaching certificate

  - or -

- Vocational endorsement on a basic or standard certificate

  - or -

- Five-year regular vocational teaching certificate pre-1965

See OAR 584-36-020

See OAR 584-36-015

What preparation is needed for someone without formal teacher preparation to receive a one-year special vocational certificate?

- Any one of the following determines eligibility:

1. Four years of full-time work experience appropriate to the endorsement requested.

   Having worked as chef, salad cook, and a short order cook over a period of four years, Mary could jointly apply with the local district for a one-year special vocational certificate to teach in state approved food service courses.

2. Occupational competency developed by combination of work experience and specialized training.

   Since John worked in the Navy for ten years with a background in electronics, he could jointly apply with the local district for a one-year special vocational certificate to teach approved programs in electronics.

3. An associate or bachelor's degree and at least three years of full-time work experience.

   Joe graduated from Linn-Benton Community College with an associate degree in automative and worked as a mechanic for three years; thus, he is eligible to jointly apply with the local district for a one-year special vocational certificate.

What preparation is needed for someone without formal teaching preparation to receive a five-year special vocational teaching certificate?

- In addition to meeting requirements for the one-year certificate the applicant must:

    1. Have one year of vocational teaching experience;

        - and -

    2. Have completed twelve quarter hours or the equivalent of vocational teacher preparation including one of the following areas: methods of teaching, evaluation of learning, psychology of learning, or curriculum.

NOTE: See OAR 584-42-007 for further details.

If a certified classroom teacher without vocational endorsement wants to teach in any one of the vocational education areas, what requirements are necessary for vocational endorsement? (See OAR 584-38-345)

- Eligibility for endorsement is determined by any one of the following:

    1. Four years of full-time experience in the occupation appropriate to the endorsement.

    2. Satisfactory completion of an examination before the employing district's instructor appraisal committee.

    3. A bachelor's degree and at least three years of full-time work experience or equivalent, both appropriate to the endorsement requested.

    4. Recommendation of an approved teacher education institution in another state.

What part of the OAR rules concerning vocational teacher certification renewal has the most recent significance for the administrator?

- School administrators must approve activities undertaken by teachers in their school with a special vocational teaching certificate to meet the 12 quarter credit hours of occupational upgrading required.

Check List

Changes in rules of certification are made to provide quality vocational teachers; however, changes can cause confusion, misunderstanding, and resentment. If certification rules are ignored or not interpreted accurately the school district will not have quality vocational programs and will not receive vocational funds or state approval. Therefore, the knowledgeable administrator must understand and keep current on the specific requirements for vocational teachers. The following check list should help administrators make sure all vocational teachers are properly certified.

Check the certification of each of your vocational teachers

- Do they have a Special Vocational Teaching Certificate

  - or -

- Do they have (or should they have) a vocational endorsement on their existing certificate?

Be prepared to assist those teachers with Special Vocational Teaching Certificates

- Do these teachers need help in learning how to teach, plan lessons, motivate students, etc.?

Make sure teachers are properly assigned

- Are all persons holding Special Vocational Teaching Certificates assigned only to the area their certificate specifies?

  i.e. Mary's work experience in food service only qualifies her for teaching food service related courses; she is not to teach child care classes also.

Check all vocational programs

- Are teaching assignments appropriate to the type of endorsement or certificate?

Develop a professional improvement program for your district.

- *Why?*

  Twelve quarter hours or 360 clock hours or combination thereof of occupational skills updating is now only required to renew special vocational certificates.

- *Who needs such a program?*

  Teachers holding a Five-Year Special Vocational Teaching Certificate

  (As of May, 1983, the Teacher's Standards and Practices Commission (TSPC) will not require occupational upgrading for 1) teachers holding a five-year regular certificate with a vocational endorsement or 2) teachers holding a Standard Teaching Certificate with a vocational endorsement.)

- *How do you develop a professional improvement program?*

  Ask the local vocational director or person responsible for vocational education to assist you in the responsibility.

- *What steps should be followed for establishing an effective professional improvement program?*

  Assess teacher skills

  See Appendix B

  i.e. The home economics teacher may be certified to teach consumer home economics which does not prepare students for paid employment, rather prepares students for roles as family members. However, this same home economics teacher may or may not be certified to teach the vocational programs in food service or child care.

  Meet with teachers to determine the priorities of needs

  See Appendix C

  Provide ways teachers can improve professionally

  See Appendix D

Establish a plan for professional improvement	See Appendix E
Keep an on-going record of teacher improvement	See Appendix F
Contact your regional coordinator for any assistance in certification or professional employment of local vocational educators.	See Resource List Regional Coordinators

ADVISORY COMMITTEES 4

Administrator's
Vocational E

Employers clearly recognize their immediate and future needs for skilled employes. It is important that this information be shared with educators and administrators on a local and state level. With this kind of direct communication, career, vocational and technical education programs can be targeted in terms of existing jobs and advancement opportunities in the immediate community.

Policy Recommendation
of
ASSOCIATED OREGON INDUSTRIES

ADVISORY COUNCILS/COMMITTEES

What is the nature of an advisory council/committee?

See Appendix G

- Advisory Council - works directly with the administrators and all vocational programs and has representation from various occupational advisory committees.

See Appendix H

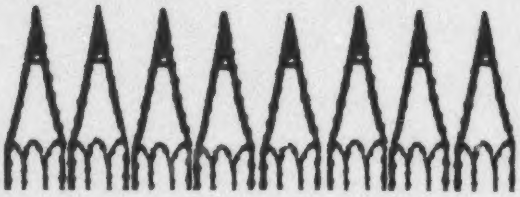
- Advisory Committee - involved with specific vocational programs, i.e. metals, foods, agriculture...

Why are advisory councils/committees needed?

- To establish working relationships between school administrators and representatives of the community.
- Provide a means of communicating between school and community.
- Promote vocation programs in community organizations, i.e. Rotary Club, Lions, Chamber of Commerce...
- To help determine goals, objectives, curriculum needs and evaluations of programs.
- To help develop one and five year plans.
- Secure training stations (partnerships).
- Provide assistance in establishing Career Fairs, guest speakers, etc.
- Secure funding for special events, special programs, and contests.
- Help teachers improve programs.
- Update equipment, material, etc. for program areas

Are vocational education advisory councils required by law?

- The Vocational Amendments of 1976 require each school district requesting funds for vocational education to establish a local advisory council and such a council should be established to meet the needs of the individual district.



Organizational Procedures

The success of a council/committee is largely determined by carefully planned and implemented organizational procedures. The following procedures may help you with organizational efforts.

Secure the support of school personnel.

Sell the idea(s) that an advisory council/committee can:

- assist with community surveys for training needs
- act as public relations personnel
- provide current occupational information
- help plan for faculty and equipment needs
- assess on-going program plans
- help identify technical skills for entry level employment through curriculum review
- help develop cooperative work experience programs
- approve funding applications for vocational programs

Secure support and approval of chief school administrator

- Determine procedures to follow when submitting a request to the school board
- Determine whether or not a council exists already
- Reactivate or dissolve a previously formed council

Get permission to organize the council

- Submit a written request to the board to organize the council.

See Appendix I

Prepare a charter

See Appendix J

Write a statement

- Secure signatures of administrator(s) and board chairperson

Identify key people to serve on advisory councils/committees

See Partnerships pp. 31-38

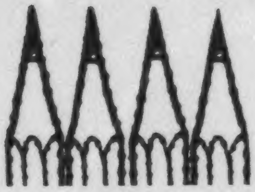
See Appendix K

Prepare and mail letter of appointment to each council member

See Appendix L

Prepare a news release to announce formation of council

See Appendix M



Planning and Conducting Initial Meetings

The first meetings will set the stage for all further work with the members. The following procedures will help you in planning and conducting initial meetings.

Prepare agendas

Mail invitations, agendas, and information two weeks before meeting to members, ex-officio members, and guests

Serve as temporary chairperson for initial meetings

- Make everyone comfortable
  Start and end meetings on time
  Provide refreshments
- Guide the council in developing and adopting a set of bylaws

See Appendix
N

- Guide the council in electing officers specified in the bylaws
  A strong chairperson is necessary
  A secretary is essential
- Orient members to their roles and responsibilities

See Appendix
O

- Assist the council in developing a meaningful program of work

See Appendix
P

  Provide each member with a notebook with tab organizers pre-labeled with appropriate heading (Agenda, Minutes, Correspondence, Programs Assessment...)

See Appendix
Q

Gradually transfer leadership to council members

Organizing the Council

After the council is operational the administrator should:

Meet with council chairperson before each meeting to help plan the agenda

The Vocational Director and/or instructor should be asked to help plan the agenda.

Suggest that meetings be held in different places in the community

Act as school representative on the council

It is very important to make officers feel useful and significant.

See Appendix R

- Involve council members in school activities
- Keep council members informed regarding the status of their suggestions

Serve as a liaison that is always assessing the input

Continually discuss and evaluate recommendations

Implement changes into the curriculum

Be a good sounding board

Meet individually with members for imput and evaluations

Keep Superintendent and Board informed at all times

Administrat
Vocatio

PARTNERSHIPS 5

It is desirable to operate career, vocational and technical education programs in high schools and community colleges which use the facilities, equipment, manpower and skills of area employers.

Policy Recommendation
of
ASSOCIATED OREGON INDUSTRIES

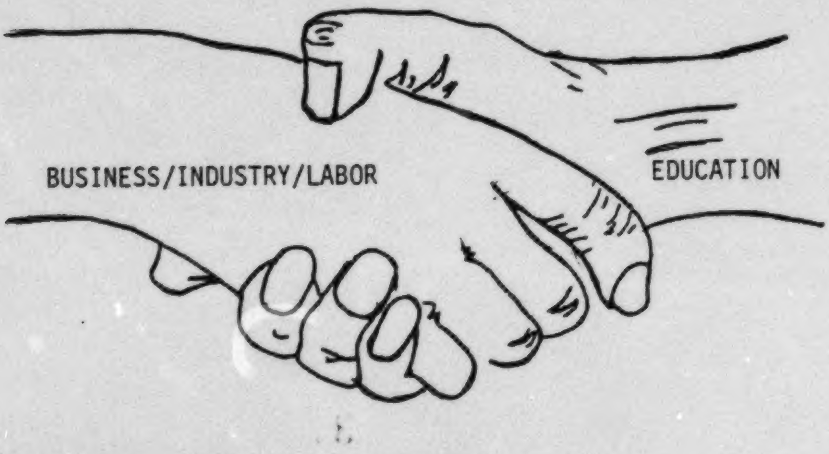
ESTABLISHING PARTNERSHIPS WITH PRIVATE/PUBLIC/NONPROFIT SECTORS

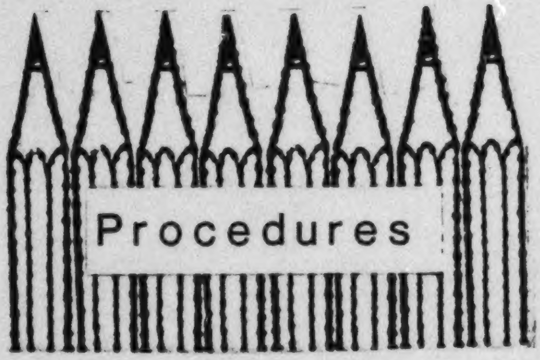
What is a partnership?

- A cooperative effort between the school and private/public/nonprofit sectors to train students for employment by providing a variety of learning experiences greater than can be delivered in a single school setting.(i.e. work stations, observation sites, teacher/employee exchanges)

Why establish a partnership?

- To provide work experience or on-the-job training.
- To prepare students using current equipment or tools.
- To increase productivity for business/industry.
- To secure employment/placement for students.
- To provide sources for Career or Vocational Fairs.
- To help with curriculum revisions.
- To help secure funding for programs.
- To gain support from local community organizations for endorsement of district budgets.





Procedures

The establishment of a partnership with public/private/nonprofit sectors requires skill in human relations. A climate of good faith must be created between school and community. The administrator needs to assume appropriate responsibility to see that the following process is carried out:

Determine who's out there

Private Sector

☐ Retail businesses
☐ Utilities
☐ Wood products
☐ Transportation
☐ Textiles
☐ Heavy manufacturing
☐ Electronics/High technology
Proprietary schools
☐ Food processing
☐ Insurance, banking, real estate & securities
☐ Health care
☐ Entertainment
☐ Newspapers, printers & publishers
☐ Hospitality (lodging, restaurants, & resorts)
☐ Automobile/truck sales & services
☐ Data processing sales & services
☐ Other

Public Sector

☐ Local government agencies
☐ County government agencies
☐ State government agencies
☐ Regional government agencies
☐ Federal government agencies
☐ Educational institutions
☐ Other

Nonprofit Organizations

☐ Nonprofit agencies
☐ Professional organizations and societies
☐ Trade/professional unions

Make the contact

- Identify the "key" person to contact within the organization.
- A decision maker with authority and background who can make a commitment to your course (program).
- The person might be the organization's president, vice-president, personnel manager, training officer.. . .

- Set up introductory meeting.
- Be sure to ask for the name, title, and telephone number of the organization's contact person with whom you will be working after the initial meeting.
- Before meeting with the contact person, have in mind a number of cooperative ventures for discussion, i.e. their participation as a vocational advisory body, establishment of cooperative work experience sites, teacher-employer exchanges, etc.
- Before going to the first meeting, learn as much as possible about the organization's products and/or services(s).
- Sell the idea that the school can help the business/industry/organization. Take supportive materials that might be helpful at the first meeting, i.e. vocational program brochures, summaries of follow-up studies, etc.
- Be enthusiastic--it's contagious.

Plan using staff and advisory committee

- Identify need for curriculum change and update.
- Determine changes that can be assisted by public/private/nonprofit sector, always remembering that cooperation is essential.
- Prioritize needs according to payoff values. Curriculum revisions that directly benefit students' employability result in high pay-off to both educators and industry.
- Identify expectations for human resource development, i.e. willingness to provide business person for classroom instruction and/or willingness to provide short term work site to instructor for technical skills update. Also willingness to accommodate career exploration visits and/or field trips.
- Identify expectations for fiscal contributions. The partnership should be beneficial to the business or agency as well as to the student or instructor.

Public/private/nonprofit sectors may provide equipment, facilities and human resources to vocational programs, but this should not be a primary expectation. Such contributions usually result from their involvement in planning and implementing curriculum.

Education's fiscal commitment must reflect a true concern for the welfare and success of the program. An honest sharing of fiscal commitment encourages public/private/nonprofit sectors' involvement.

- Identify human resources to be allocated by educational agency.

  Public/private/nonprofit sectors are more willing to contribute their own time if they see the same willingness among educators. Education's contribution must be equal to or greater than that expected from partners.

- Maintain flexibility in all priorities. Your priorities must mesh with those of the intended partner, because this is a joint venture and must be mutually beneficial.

Initiate future meetings--find out what you can do for each other

Assess what can be done

- What specific skills or resources can each of you bring to the partnership?
- What categories of employees/students will be involved from both organizations?
- How many persons will be involved?

Establish common goals and a plan of action

- What time of the day/week/year will be best for the joint venture to occur? Be sure to suggest flexible time schedules for carrying out your proposed activities.
- What will the partnership cost and who will pay for it?
- How will it be publicized?
- How will it be operationalized?
- How will it be evaluated?

Promote and publicize

- Prepare a brochure or information sheet that can be distributed to the public.
- Include partnership information in newsletters and other communication networks within the organization/business/industry.

- Make sure supervisors talk with their personnel about the partnership, i.e. instructors and managers should know their roles.

- Work closely with the public/private/nonprofit sectors' officer and/or key managers in exploring other publicity networks.

Nurture the partnership

- Assign a person to coordinate the effort, i.e. the school's coordinator should have a flexible schedule with little or no classroom responsibility.

- Develop a written plan that specifies precisely...

  What will be done

  When it will be done

  Where it will occur

  Who will do it

  How it will be financed

  How it will be evaluated

- Secure the signatures/support of key public/private/nonprofit sector officials.

- Maintain continuous and periodic contacts with key people.

  Set up a schedule for contacts

  Make the contacts as scheduled

Evaluate

Evaluation of the effectiveness of the partnership should be based on measurement of the outcomes that were agreed upon. The evaluation format should be discussed and agreed upon during the planning stage.

- Various partnership evaluation possibilities include the following:

  Student evaluations

  Staff evaluations

Appropriate forms
to be developed by
program managers

See Appendix S

Community evaluations

Staff-management evaluation

Educator/manager evaluation

Instructor/manager/supervisor evaluation

Follow-up

Student follow-up should be carried out to determine if the experience was beneficial to the student toward achieving his/her career goals.

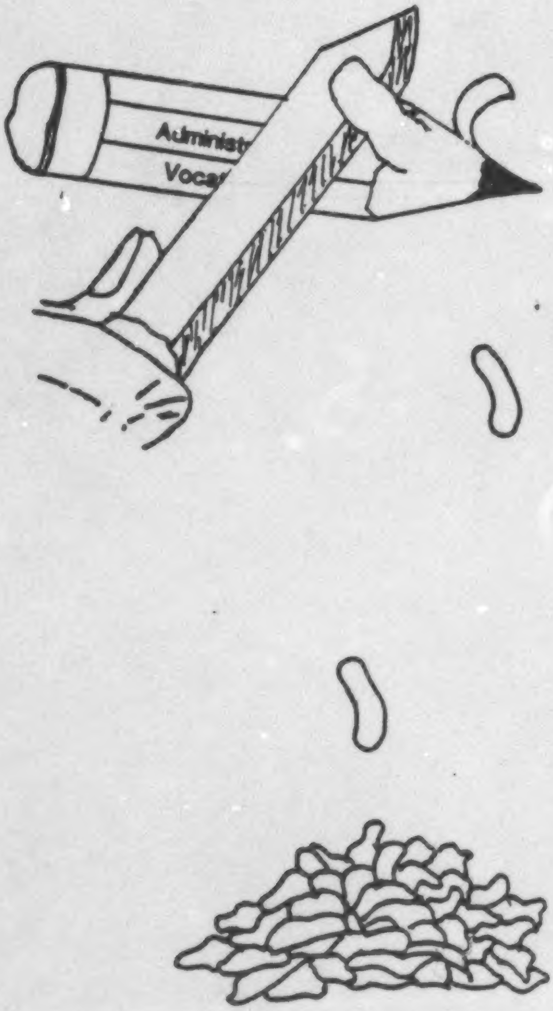
- Follow-up on subsequent student employment

  One year after graduation

  Two years after graduation

  Three years after graduation

See Follow-up pp. 57-62


Administr
Vocat

PROMOTION 6

PROMOTING VOCATIONAL EDUCATION

Why is there a need for promoting vocational education?

- Support for vocational education comes from the public who demands greater accountability of vocational programs; however, many people have only a vague idea of what vocational education really is.

What should administrators do to promote vocational education?

- Provide information so that students, teachers, administrators, parents, business/industry have data to make informed decisions concerning vocational education.

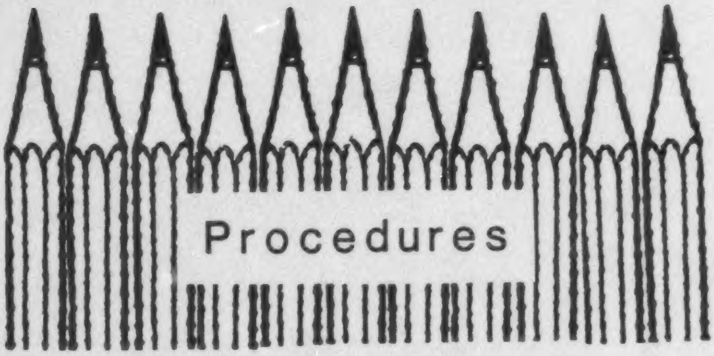
How should administrators plan a promotional program, monitor, and coordinate the efforts of others?

- Decisions must be made about...

  Who needs to be reached
    - Students
    - Teachers
    - Parents
    - Community including business/industry

  What needs to be promoted
    - Quality programs
    - Special events
    - Important people

  How it will be done
    - Announcements
    - News Releases
    - Radio and TV public service
    - Public presentations
    - Open houses, tours, etc.
    - Exhibits
    - Brochures, bulletins
    - Recognition programs
    - Meetings and conferences



Procedures

When promoting the vocational program, address the following procedures:

Specify public relations policies and guidelines

See Appendix T

Form an ad hoc committee or expand original committee (sub committee to form ad hoc committee) Include school personnel, advisory committee/council members, students, parent/community representatives (someone from radio, t.v. or newspaper)

- Conduct ad hoc committee meeting(s)
- Promote present programs, events, people

Collect information on the vocational program and past promotional efforts

Evaluate past promotion efforts

- Measure extent of implementation
- Determine results
- Gather informal feedback
- Determine amount of media coverage

Identify key audiences to be reached

- Identify opinion leaders and contact persons

Identify what areas should be promoted

- Determine general areas that need promotion, i.e...
  Support for programs--use school newspaper or flyers
  Broad base community support-use local radio station
  Enhance educational support for students
  -use community newspaper
- Set promotional goals and objectives
- Set priorities among goals and objectives

Identify promotional methods, media, and activities that are appropriate to target audiences, goals and objectives, resources available, and existing policy

Arrange for preparation and use of promotional techniques and media

- News Releases-School, Community and Business papers
- Radio and TV public service announcements
- Public presentations
- Speaker's Bureau
- Open houses, tours, brunches, etc.
- Exhibits
- Brochures, bulletins
- Recognition programs-Rotary, Lions, Chamber of Commerce
- Meetings and conferences
- Reader Boards

See Appendix
U

Develop a schedule of promotional activities

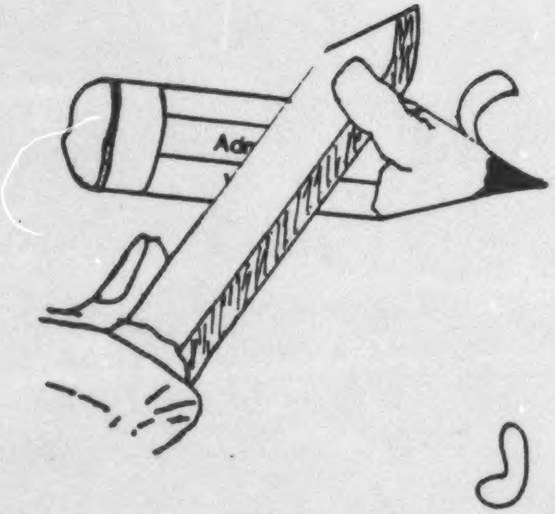
See Appendix
V

Implement the promotional program

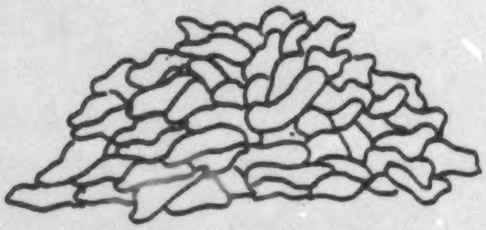
- Assign and explain responsibilities
- Monitor promotional efforts
- Check promotional materials for accuracy
- Provide necessary support

Provide for evaluation of promotional effort

- Measure degree of implementation
- Determine results in terms of enrollment, placement, etc.
- Gather informal feedback
- Determine amount of media coverage obtained



STUDENT ORGANIZATIONS 7



ASSOCIATED OREGON
FORESTRY CLUBS

ΦBΛ
FBLA

DISTRIBUTIVE EDUCATION
CLUBS OF AMERICA

VOCATIONAL
FFA
AGRICULTURE

FUTURE HOMEMAKERS OF AMERICA
FHA
HERO
TOWARD NEW HORIZONS

HEALTH OCCUPATIONS STUDENTS
HOSA
FOUNDED 1976
OF AMERICA

VICA

STUDENT ORGANIZATIONS

What are Vocational Student Organizations (VSOs)?

Vocational student organizations (VSOs) are professional organizations for students preparing for careers in various occupational areas. Activities of each organization are an integral part of vocational instructional programs.

What are recognized VSOs in Oregon?

- AOFC..........Associated Oregon Forestry Clubs
  for students interested in forestry and related occupations.
- DECA..........Distributive Education Clubs of America
  for students interested in marketing and distributive occupations.
- FBLA/PBL......Future Business Leaders of America/Phi Beta Lambda
  for students interested in business occupations.
- FFA...........Future Farmers of America
  for students interested in agriculture and related occupations.
- FHA/HERO......Future Homemakers of America/Home Economics Related Occupations
  for students interested in home economics and related occupations.
- HOSA..........Health Occupations Students of America
  for students interested in health occupations.
- VICA..........Vocational Industrial Clubs of America
  for students interested in industrial technology, health, other vocational occupational and related careers.

Why are VSOs important?

Previous members have said....

"I met Mr. ____ from Green Row Stores, and now I'm working for him."

"I was selected to compete in the VICA United States Skills Olympics at the national level and traveled to Washington, D.C. for the competition."

"I learned to get up in front of people and speak with poise and confidence."

"I am very confident about directing any kind of meeting as I learned how to use parlimentary procedures in FFA."

"In our DECA organization I explored various career paths in merchandising through special competitions co-sponsored by local merchants in our town."

What are the goals of VSOs?

- Leadership development
- Personal development
- Citizenship development
- Career development

Who benefits from VSOs?

- Students are helped in a variety of ways...

  --Leadership skills are developed through work with community leaders, students from other schools, and team planning and efforts.

  --Achievements in community service and individual projects are recognized locally and nationally.

  --Occupational goals are established.

  --Transitions from school to work or further education are facilitated more readily.

  --Scholarship and school loyalty are promoted and encouraged.

- Teachers/Advisers recognize many advantages...

  --Opportunities are provided to work with leaders from labor, industry and business, who, in turn, become involved with student projects.

  --Chances are created to meet and interact with educational leaders in the state and nation, particularly with other teachers in the same field of vocational education.

  --Motivations are enhanced for students to strive for excellence.

  --More opportunities arise to work with students on a personal and professional basis.

  --Supplementary materials and methods expand vocational curriculum and keep advisers current on industry standards.

- Schools can improve their image in the public "eye"...

  --Students will be acknowledged for individual and chapter achievement in the media.

  --Additional publicity will be generated based on student and organization activities.

  --Increased student involvement in school/community projects will evolve.

- Community ties are strengthened...

  --Involvement of advisory committees will increase.

  --Business and industry liaison with the school are strenthened/ increased.

  --Parent involvement will develop.

Vocational student organizations increase students' desires to learn and achieve. With VSOs students are given experiences that develop their skills and help them succeed in both their personal and professional lives. For VSOs to be successful an administrator should do the following:

Learn about VSOs currently functioning in your school.

Read brochures

See Appendix
W and X

Attend vocational meetings, participate in ceremonies and banquets, judge contests...

Assist in promotion of VSOs.

Recognize community members who contribute to the organizations

Provide local media with information

Use school newsletters

See also
Promotion
pp. 39-43

Seek energetic, enthusiastic staff to serve as advisers of VSOs and work closely with them.

Assist in scheduling VSO activities so conflicts do not occur with other activities.

Provide assistance from school support staff (clerical and custodial)

Identify your district's policies regarding budgeting for vocational organizations.

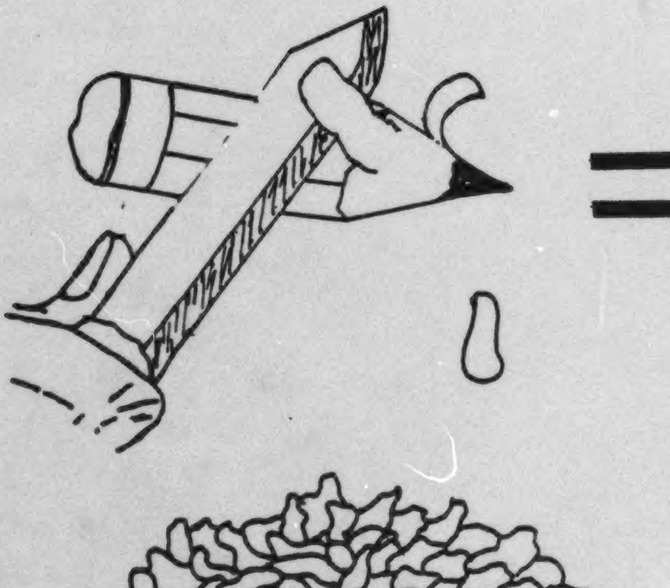
Make funds available for students to travel to state and national meetings/contests.

Make funds available for advisers' travel expenses.

Provide extended contracts for advisers of VSOs.

Check on guidelines for co-mingling district and student generated funds. i.e. Should a bus/pickup purchased by VSO funds be considered a district vehicle and thus eligible for any district employee's use?

Work with business/industry and community members to seek additional funds.



EVALUATION 8

"Jobs of today usually require a broader range of technical knowledge than was needed a few years ago. Future needs will likely be even more complex. The need for excellent vocational training and retraining is, therefore, increasing each year."

John Alltucker
President
Eugene Sand and Gravel

Member
State Board of Higher Education

EVALUATION

What is evaluation?

- Evaluation is drawing valid conclusions based on the collection of information and judgements; to help in planning for improvement of programs, and to meet accountability requirements.

What is the purpose of evaluation?

- To improve programs is the most important purpose
- To assist in making and justifying decisions
- To determine if relevant learning has occurred
- To meet accountability demands and state and federal mandates
- To insure development of job skills within each cluster
- To promote or publicize vocational programs
- To provide vocational instructors regular feedback to insure program effectiveness

What is the administrator's role in the evaluation process?

- To understand the responsibility for various components of the process is often divided, i.e.

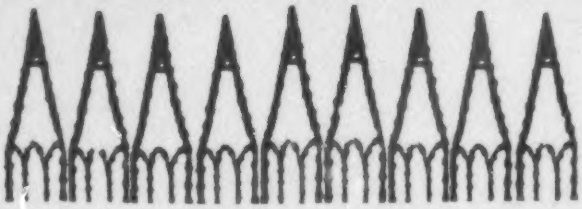
  Administrator--1) define scope and purpose of evaluation.
  2) make decisions or changes based on recommendations or findings.

  Evaluation specialist--plan methodology, secure instrumentation, collect data.

  Selected staff--brainstorm for interpretations, conclusions and recommendations.

  Others--final reports

- To keep the shared effort of evaluation on target by staying involved--leading, encouraging, directing, monitoring and suggesting.



Directing A Program Evaluation

The following process is offered as a guide to the administrator for evaluation of vocational programs.

Select a program or component for evaluation.

Involve a variety of key persons or groups throughout the evaluation process (planning, implementing, interpreting, reporting)...

- teachers
- advisory group(s)
- support personnel
- students
- external evaluators
- community organizations

See Appendix Y

Assume appropriate degree of responsibility for development of an evaluation plan. The plan includes:

- purpose statement
- scope statement
- key questions
- activities, appropriate instruments, and information sources
- time line
- identify persons responsible for tasks

See Appendix Z

See Appendix AA

See Appendix BB

See Appendix CC and DD

Secure approval for plan from appropriate individuals and groups.

Assume appropriate degree of responsibility for:

- collection of data
- interpretation of data
- preparation of report(s)

Make sure that completed evaluation report(s) includes:

- purpose/scope statement
- description of procedures followed
- evaluation findings
- conclusions and recommendations

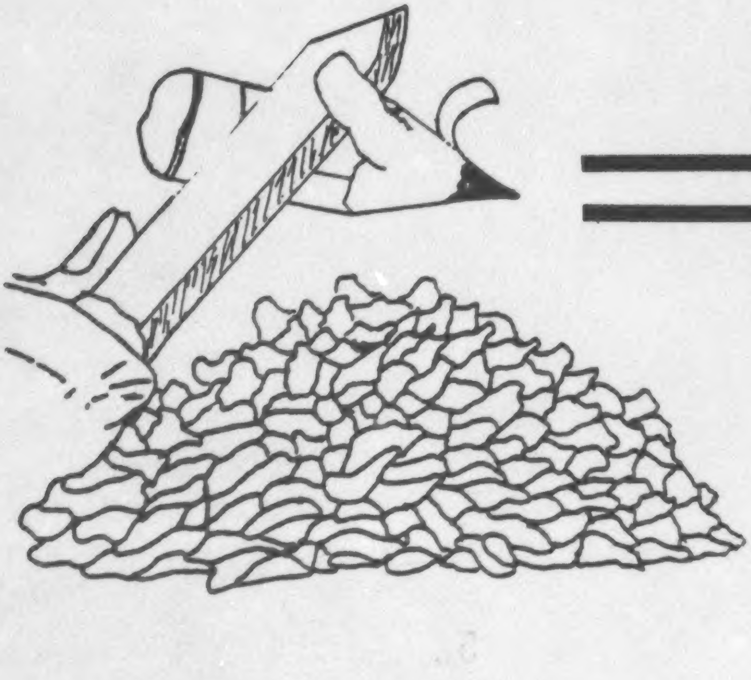
Make sure of the following:

- Evaluation report answers the key questions in the evaluation plan.
- Procedures and methodology used were consistent with the evaluation plan.
- Findings, conclusions, and recommendations are consistent with data collected.

Involve others and use evaluation data in decision making.

See how well you have done--assess your evaluation process.

See Appendix EE



FOLLOW-UP S

Employers are a major source of financial support of local schools and community colleges. Employers thus have a responsibility to make sure career, vocational and technical education programs are efficient, realistic and economical.

Policy Recommendation
of
ASSOCIATED OREGON INDUSTRIES

FOLLOW-UP

What vocational education programs in the school district should have follow-up?

- Existing programs--taught in district using district staff.
- Alternative programs--outside of district in which students are participating.

Why conduct follow-up studies?

- To make program improvements
- To give school accountability by providing evidence of effectiveness of vocational education programs
- To develop good public relations with parents, business, industry, and students
- To provide data for statewide meetings
- To provide information for completing various reports

What are the school administrator's responsibilities for follow-up?

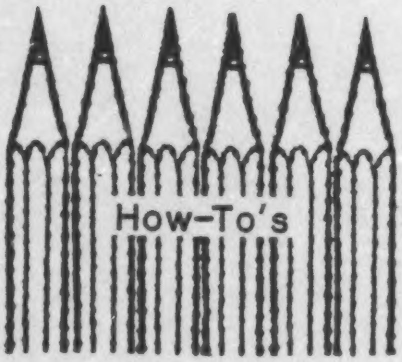
- To implement follow-up study and make decisions on:

  short-term or long-term study

  time of year for conducting study
- To develop positive attitude within school faculty
- To allot office space, assign personnel, schedule time for follow-up studies
- To approve all instruments
- To disseminate results
- To provide financial support
- To approve costs such as mailing, interpretation of data, materials, salaries, data processing, duplication, etc.

What person(s) can be given the responsibility of conducting follow-up of vocational education programs?

- The school administrator takes the initiative by asking for follow-up process.
- The person responsible for vocational education program (vocational coordinator, principal, curriculum coordinator, guidance counselor, etc.) directs follow-up at administrator's request.
- Helping this person may be:
    - Advisory committee members
    - Students
    - Teaching staff
    - Administrators



Administrators must take the initiative in conducting a follow-up study on the vocational programs in their district. The following steps will ensure an effective study.

Develop a plan that describes

- Objectives
- Responsibilities of advisory committee, students, teachers, school administrators, counselors, placement specialists
- Boundaries and limitations
- Activities to be conducted and time frame
- Budget items and estimated costs
- Reporting procedures

Consider the following when deciding on best follow-up procedure to use

- Amount and type of data needed--mail or interview survey.
- Sources of data--students (including those who left early to find work) and employers.
- Amounts of time and money available.
- Amount of staff time available.

See Appendix
FF and GG

Conduct study using four phases

- Base-line study--seniors fill out or at least review follow-up forms similar to those which will be sent a year later.
- One-year study--often conducted by state vocational agency.

- Three-year study--provides additional information on students who have been working since leaving school, and asks job or location changes, reaction to program, etc.

- Five-year study--supplies first job information about students enrolled in four year educational institutions and those recently discharged from military service, and provides student opportunity to reflect on career choices and major problems faced in job.

Formulate recommendations for program changes

- Involve decision makers, i.e. citizens of community, school board, other administrators, teachers, students.

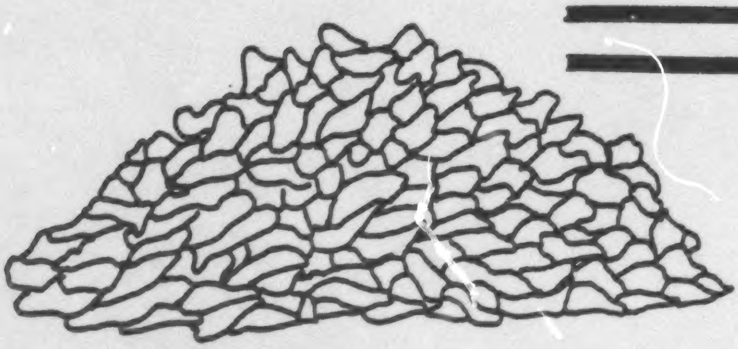
Communicate findings and recommendations

- Detailed report for decision makers

- General report for others

Implement recommendations

APPENDIX 1



Appendix A

3516

HIGH SCHOOL
1982 STUDENT FOLLOW-UP QUESTIONNAIRE

The high school that you attended has indicated that you were enrolled in ______________ classes.

1. What is your current educational status?
______ Attending school full-time
______ Attending school part-time
______ Not attending school

2. If you are attending school, name the school.
____

3. If you are attending school, is your program of study related to the vocational training that you received in high school?
______ Yes, it is directly or closely related.
______ No, it is only slightly or not related at all.

4. How many years did you participate in vocational education in high school? ____________

5. Using a grading scale *A-F*, how would you rate the following areas of your high school's program in terms of helping to prepare you for work or further education?
______ Vocational Counseling
______ Reading Skills
______ Writing Skills
______ Math Skills
______ Hands-on Job Skills
______ Technical Knowledge
______ Making you aware of job opportunities
______ Helping you find a job
______ Overall

6. What were your grades in high school?
______ A's ______ C's
______ A's and B's ______ C's and D's
______ B's ______ D's
______ B's and C's ______ Below D

7. Did you hold a job that was related to your vocational program while you were in high school?
______ Yes ______ No
If yes, how long? ________
Was this job a part of your cooperative work experience? (Did you receive a grade from the school?)
______ Yes ______ No

Form 581-4736 (Rev. 1/82)

8. What is your current employment status?
______ Employed full-time (more than 35 hours a week)
______ Employed part-time (less than 35 hours a week)
______ Military service
______ Unemployed, but actively looking for work
______ Unemployed, not looking for work
______ Laid off from job due to the economy

If you are working full time, what do you do?
Job Title ______________________
Duties ______________________
How long have you had this job? ____________
Is this job related to your high school vocational training?
______ Yes, it is directly or closely related.
______ No, it is not related.

9. To what extent are you satisfied with your job?
______ Very satisfied ______ Satisfied
______ Not satisfied

10. How did you find your first job after graduation?
______ The school helped me
______ Same place as cooperative work experience
______ Found job myself
______ Relative or family
______ Other (explain) ______________

11. Other students like to know how much income they can earn in certain careers, so we would like to ask you, if you are working full-time, what your income is before taxes.
Amount $______ , ____ per month
____ per week or ____ per hour at
______ hours per week

12. We would like to survey employers of vocational students who are employed in related jobs about what they think of vocational programs offered in the high schools. May we contact your employer?
______ Yes ______ No
Employer ______________________
Address ______________________
City ______________ State ____ Zip ________
Supervisor's Name ______________________

NOTE:

The Oregon Department of Education uses this assessment instrument. Names and addresses are obtained from the S.E.R.V.E. (Secondary Education Reporting of Vocational Enrollment) and forms filled out by the participating school district.

SECRETARIAL/CLERICAL SKILLS

	Level of Skill Needed		
	Great Need	Some Need	No Need
47. Personnel supervision and management techniques	3	2	1
48. Business law, agreements and contracts	3	2	1
Additional skill needs not listed above:			
______________________________	3	2	1
______________________________	3	2	1
______________________________	3	2	1
______________________________	3	2	1
______________________________	3	2	1

What is your preferred method for learning new skills or upgrading old ones?
(Check 1-2-3 choices)

_____ College and University classes (credit)
_____ Community College classes (credit)
_____ Adult classes (no credit)
_____ Workshops (Local, regional, state)
_____ Seminars conducted by business/industry
_____ Correspondence study
_____ On-the-job
_____ Other: List ______________________________

NO __________

STAFF DEVELOPMENT PLANNING

SECRETARIAL/CLERICAL SKILLS

INSTRUCTIONS FOR COMPLETING PLAN

1. Respond to skills statements according to your perception of your own ability.
2. Return completed plan sheets.
3. Your skill development sheets will be analyzed and alternatives for strengthening skills will be suggested.
4. At the follow-up interview, a planned sequence for acquiring needed skills will be developed.

EXAMPLE RESPONSE

	Level of Skill Needed		
	Great Need	Some Need	No Need
a. Duplicate materials			
If you do not have this skill and it is needed to perform your job, the need is great.	3	2	1
If you need a brush-up on the skills of duplication, there is some need.	3	2	1
If you have good skills in duplication of materials, there is no need.	3	2	1

BURR FANCHER
5890 NW Primrose
Albany, OR 97321
1983

* Provided by Hermiston School District

TEACHING SKILLS

	Level of Skill Needed		
	Great Need	Some Need	No Need
1. Develop a program budget.	3	2	1
2. Complete purchase orders, requisition forms and reports.	3	2	1
3. Classroom management techniques (i.e., inventory, materials, equipment).	3	2	1
4. Develop a public relations calendar and promotional materials.	3	2	1
5. Develop a scope and sequence curriculum for entire program.	3	2	1
6. Develop agendas and minutes for meetings.	3	2	1
7. Operate classroom media equipment such as overhead, slide, 16mm and opaque projectors, video tape, chalkboard, flip charts, etc.	3	2	1
8. Develop lesson plans/course of study.	3	2	1
9. Utilize techniques for individualizing instruction.	3	2	1
10. Utilize techniques for group instruction.	3	2	1
11. Recognize handicapping barriers that restrict student performance.	3	2	1
12. Direct the activities of a vocational leadership organization and integrate into curriculum.	3	2	1
13. Develop, supervise and evaluate a work experience program.	3	2	1
14. Organize and operate an occupational advisory committee.	3	2	1
15. Develop short and long range plans for program.	3	2	1
16. Provide career information and guidance for students within subject area.	3	2	1
17. Assess student performance, grades and instructional effectiveness.	3	2	1
18. Provide safe work environment for students.	3	2	1
19. Use of community resources.	3	2	1
20. Program assessment/evaluation.	3	2	1
21. Organization and management of school labs or simulations.	3	2	1
______________________	3	2	1
______________________	3	2	1
______________________	3	2	1

SECRETARIAL/CLERICAL

Please indicate areas in which you would like technical update and/or professional upgrading.

	Level of Skill Needed		
	Great Need	Some Need	No Need
22. Correspondence, form and manuscript typing	3	2	1
23. Composition at typewriter	3	2	1
24. Calculation of payroll, banking, interest, depreciation, etc.	3	2	1
25. Transcription machines	3	2	1
26. Communication through writing	3	2	1
27. Oral communication and listening skills	3	2	1
28. Telephone techniques/telecommunications	3	2	1
29. Reprographics	3	2	1
30. Dictation and transcription	3	2	1
31. Financial records	3	2	1
32. Business Conference techniques	3	2	1
33. Keyboard equipment - word processor, microcomputer	3	2	1
34. Concepts of information processing	3	2	1
35. Records storage - electronic, microfiche, microfilm	3	2	1
36. Filing systems	3	2	1
37. Information processing center management	3	2	1
38. Microcomputers	3	2	1
39. Micrographics (automated records storage)	3	2	1
40. Automatic typewriter operation	3	2	1
41. Memory typewriter operation	3	2	1
42. Word processor operation	3	2	1
43. Office, layout and equipment	3		1
44. Technical/vocational writing	3	2	1
45. Payroll accounting	3	2	1
46. Tax return preparation	3	2	1

Provided by Hermiston School District

Appendix C

Suggestion: Print Appendix B and C on heavier paper for easier handling.
Insert this page within folded Appendix B.

NAME________________

SCHOOL________________

SUBJECT AREA________________

* PRIORITY OF NEED
FOR
TECHNICAL AND/OR PROFESSIONAL UPDATE

Skills needed are listed in priority order from greatest need (#1) to lesser needs (#10). List a minimum of five (5).

1.________________________________

2.________________________________

3.________________________________

4.________________________________

5.________________________________

6.________________________________

7.________________________________

8.________________________________

9.________________________________

10.________________________________

* Provided by Hermiston School District

* SOME PROFESSIONAL IMPROVEMENT ACTIVITIES

1. Participation in conferences, seminars and workshops.

2. Taking additional coursework (on and off campus).

3. Attending trade school run by unions and/or manufacturers.

4. Related business and industry visits.

5. Participation in regional professional development activities.

6. Related summer employment.

7. ______________________________

8. ______________________________

9. ______________________________

10. ______________________________

11. ______________________________

12. ______________________________

13. ______________________________

14. ______________________________

15. ______________________________

---

* Provided by Hermiston School District

Appendix E

* VOCATIONAL CERTIFICATE/PROFESSIONAL IMPROVEMENT PLAN

Name ______________________ Years in the District __________

Years in Teaching __________

	Certificate Number	Types
Certificates Held: 1.	______________	______________
2.	______________	______________
3.	______________	______________

Renewal Date ______________________

Classes currently taught by this instructor:

1. ______________________________________

____

____

2. ______________________________________

____

____

3. ______________________________________

____

____

4. ______________________________________

____

____

5. ______________________________________

____

____

* Provided by Hermiston School District

Appendix E-2

* PROFESSIONAL IMPROVEMENT PLAN:

Year 1	Anticipated Credits ________
	Anticipated clock hours ________
Year 2	Anticipated Credits ________
	Anticipated clock hours ________
Year 3	Anticipated Credits ________
	Anticipated clock hours ________
Year 4	Anticipated Credits ________
	Anticipated clock hours ________
Year 5	Anticipated Credits ________
	Anticipated clock hours ________

Total: ____________

---

* Provided by Hermiston School District

NAME ______________________________

PROGRAM AREA (S) ______________________________

SCHOOL DISTRICT ______________________________

SCHOOL ______________________________

SUPERINTENDENT ______________________________

PRINCIPAL ______________________________

PRESENT CERTIFICATE (S)	RENEWAL DATE (S)	RENEWAL REQUIREMENTS

RESULTS OF NEEDS ASSESSMENT (Priority Order)

Occupational Upgrading	Teaching/Professional Skills

Appendix F

Provided by Hermiston School District

Signature: School Administrator ______________ Date ______________

Signature: Teacher ______________ Date ______________

Appendix F-2

PROFESSIONAL IMPROVEMENT PLAN

GOALS Based on Priorities of Needs Assessment	PROPOSED ACTIVITIES	Approved	Completed	Credit Hours	Clock Hours	TIMELINES 5 Year Plan				
						1	2	3	4	5
			TOTALS							

Certification Statement: The district certifies that the program improvement activities undertaken by the teacher for professional improvement and vocational endorsement renewal of certificates have been completed by the applicant.

Provided by Hermiston School District

Appendix G

*ADVISORY COUNCIL

An advisory council is composed of representatives from career and cluster advisory committees in the district.

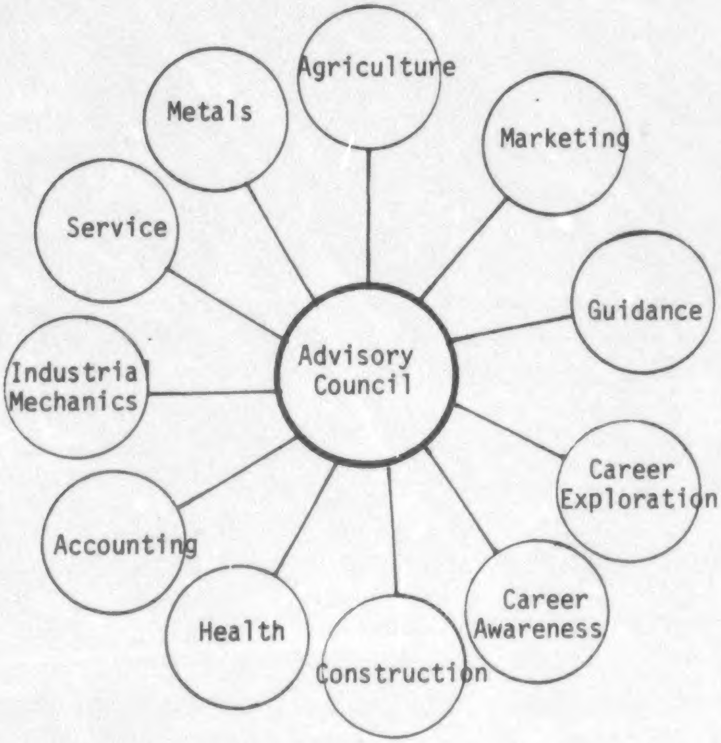
The advisory council is composed of representatives from each cluster committee presently in operation and those projected in the long-range plan.

The primary function of the advisory council involves total program planning, inservice recommendations, and coordination between programs and grade levels. Representatives of the council may be the chairperson or an appointed representative from each committee.

In small schools an advisory council may be the only advisory group. In such a case, representation should come from a cross-section of the community.

This council is the appropriate one to use for approval of the local application for vocational funding under the 1976 Vocational Educational Education Amendments Act.

SAMPLE STRUCTURE: ADVISORY COUNCIL


Agriculture
Marketing
Guidance
Career Exploration
Career Awareness
Construction
Health
Accounting
Industrial Mechanics
Service
Metals
Advisory Council

* Provided by Philomath School District

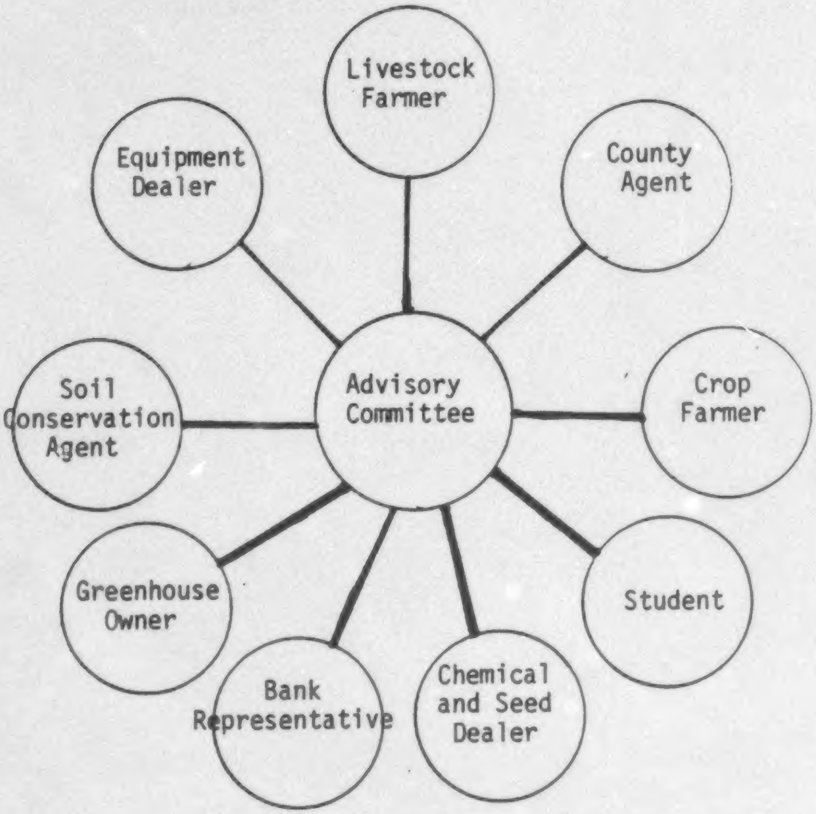
Appendix H

*CLUSTER (Or Program) ADVISORY COMMITTEE

This is a broad cross-section committee from business, industry and labor representing the key occupations of a specific cluster. Usually there is one such committee for each cluster program.

A representative from each cluster advisory committee serves as a liaison to the advisory council.

SAMPLE STRUCTURE: CLUSTER ADVISORY COMMITTEE


Livestock Farmer
Equipment Dealer
County Agent
Advisory Committee
Soil Conservation Agent
Crop Farmer
Greenhouse Owner
Student
Bank Representative
Chemical and Seed Dealer

* Provided by Philomath School District

STATEMENT OF PURPOSE

(authorization)

The board of education of ________________________________ on this ___ day of ____________________________19__ authorizes the establishment of a continuing committee to be known as the "Vocational Advisory Council." The council is to be organized and operated under procedures approved by this board.

The purpose of the vocational advisory council is to act as a liaison between the school and the community by providing advice and assistance to the board.

The vocational advisory council is expected to contribute to the improvement of the vocational education program provided by the school system by carrying out functions such as:

1. studying and surveying the education needs of the district
2. reviewing, developing, and proposing vocational program procedures
3. working with the administrative, instructional, and non-instructional staffs of the school to develop and maintain programs and procedures which implement policies established by the board of education
4. serving as a "sounding board" of community opinion on items proposed by the board
5. serving and communicating with the community in order to develop favorable public attitudes toward vocational education
6. initiating study and proposals on educational issues pertinent to the vocational program and the community. By authorizing the establishment of the vocational advisory council's work. The vocational advisory council will operate within the guidelines set forth in the council charter.

The board of education reserves the right to dissolve the vocational advisory council at any time and for any reason.

The vocational advisory council is not to be regarded as a substitute for any other form of citizen participation in school affairs. It is intended to stimulate and supplement other types of citizen participation.

signed by:

(chairperson of the board)

(superintendent)

(vocational administrator)

Appendix J

VOCATIONAL EDUCATION ADVISORY COUNCIL CHARTER

I. Name

The council will be called the Vocational Advisory Council of ________________________________ school.

II. Purpose

The council is formed to:

A. Assist the board of education in developing broad educational policies for the school.

B. Work with employees of the school, with the superintendent's approval, in planning and conducting the vocational program.

C. Facilitate cooperation and communication between the vocational school system and the public, organizations, and institutions of the district.

III. Policy and Policy Development

A. Policy is officially enacted by the board of education. None of its authority is given to the advisory council.

B. Suggestions for school policy may come from the advisory council. The council may review proposals from other sources and may originate policy proposals.

IV. Tenure and Responsibility of the Council

A. The advisory council may be dissolved by a majority vote of the board of education. The board may reorganize the council if it feels that the council could function more profitably under a different organization.

B. The advisory council will deal only with problems directly related to the vocational program of the school.

C. Specific authorization by the board of education is necessary before the advisory council may promote the adoption of its proposed school policy and plans.

V. Membership

A. The vocational advisory council shall consist of ____ members. Members of the advisory council shall be reelected from the adult population normally served by the vocational education program, and ex officio members will include the school superintendent, a representative of the school administration, and a member of the the board of education.

B. The members of the advisory council will be recommended to the board of education by an ad hoc selection committee. The board retains the right to disapprove individual nominations by the selection committee, but it will not appoint an individual who is not recommended by the selection committee.

VI. Selection (Nominating Committee)

A. An ad hoc selection committee shall be named by the board of education, for the purpose of recommending prospective members of the advisory council to the administration and the board.

B. The ad hoc selection committee shall consist of ____ members who are lay citizens residing in the school district, and represent the adult population served by the ____________________(name of school) vocational education program. This selection committee shall also consist of one member of the district's administrative staff and one member of the vocational teaching staff.

C. The potential members recommended by the ad hoc selection committee shall possess the following personal characteristics:

1. interested in quality education
2. willingness not to exploit their membership on the advisory council
3. possesses certain personal characteristics essential to the success of the council such as personal integrity, responsibility, maturity of thought and action, and tolerance of varying points of view.

D. The potential advisory council membership shall be representative of the school district. Factors to be considered in selecting members shall include, but not be limited by:

1. representation of different age groups
2. representation of varying levels of educational attainment
3. representation of varying civic and community organizational leadership
4. representation of different political affiliations
5. representation of persons who have participated in the vocational education program, or presently have children in the program
6. representation of a variety of attitudes toward the schools
7. representation of minority groups, and both sexes

E. No person is to be recommended or barred from membership because of affiliation with any organization or institution. Neither will a person be recommended or barred from membership solely on the basis of ethnic origin, religious affiliation, or sex.

F. The ad hoc selection committee shall submit its nominations to the board of education. The board of education reserves the right to reject or approve the nominees.

VII. Term of Membership

A. The original members of the advisory council will serve at least two years. At the end of the first year, the terms of the original members will be determined by lot. One-third of the members will serve for one additional year; one-third will serve for two additional years; and one-third will serve for three additional years.

B. When a vacancy occurs, the newly-appointed member will serve during the unexpired term of the member he/she replaces.

C. A member will serve one term, and is ineligible for reappointment until one year has elapsed following the expiration of that term.

D. All members chosen to replace members who have completed regular terms will be appointed for three year terms.

VIII. Consultants

A. A member of the school vocational administrative staff will be appointed to meet regularly with the advisory council. This person will have ex officio status.

B. A member of the board of education will be appointed to meet regularly with the advisory council. This person will have ex officio status.

C. Outside consultants will be used as needed. They will be approved by the advisory council, board of education, and administrative staff prior to consultation.

IX. Resources and Services

A. The board of education shall provide for the proper and effective function of the advisory council, within the limits of the board's resources.

B. Meeting facilities, secretarial services for duplication of minutes of meetings and other official communications, mailing expenses, and other related services shall be considered essential for the proper functioning of the advisory council.

C. All financial activities associated with the functioning of the advisory council shall be in accordance with the policies of the board of education and school district.

XI. Rules of Operation

A. The council will determine its meeting dates and times, select its officers and subcommittees, and formulate its program.

B. Meeting agendas will be developed by the council officers or council chairperson in conference with the school vocational administrator.

C. The board of education will react to any written recommendation submitted by the advisory council.

D. The advisory council is urged to appoint subcommittees if needed. These committees may include members of the advisory council, other lay citizens, members of the school staff, and students.

E. The advisory council or any of its subcommittees may request information or assistance from the superintendent of schools or from any member of the school faculty through the superintendent.

XII. Public Announcements

A. Advisory council members are free to discuss school policies with any citizen of the community. Members shall not report opinions expressed or stands taken by other council members in meetings, nor shall they report official actions of the advisory council or board of education until such actions are cleared by the board of education.

B. The advisory council shall observe all aspects of appropriate right-to-know laws.

XIII. Loss of Membership

Any member of the advisory council who is absent without reasonable cause from three consecutive regularly scheduled meetings will be considered to have resigned from the advisory council.

XIV. Minutes of Meetings

Each member of the board of education, members of the advisory council, and the vocational administrative and teaching staffs shall be mailed or otherwise provided a copy of the minutes of each regular meeting of the advisory council. They shall also receive an annual report of the activities and accomplishments of the advisory council at the end of each operating year.

XV. These organizational guidelines may be amended by the board of education at any time. The board of education will inform the advisory council in writing of any changes approved by the board. Notification will occur within thirty days of the board action.

Appendix K

*DEVELOP A BALANCED, WORKING MEMBERSHIP

1. Membership

A. Number of members: An advisory committee should have a workable number of members, usually between five and twelve.

Items to consider in the selection of committee membership are found in the following checklist:

___ Belief in the goals of career and vocational education?

___ Interest and willingness to serve?

___ Representative of occupational areas?

___ Representative, geographically speaking, of the community?

___ Knowledgeable of community needs and interests?

___ A recognized influential person?

___ Representative as to age, political membership and organizational affiliation?

___ Member of pressure group?

___ Open to ideas?

___ Available for regular meetings?

___ Educational background?

In addition to committee members with occupational backgrounds, the following individuals might serve as ex-officio members of the committee:

Vocational Director
Administrator
Teacher/Allied Supporting Services
Principals
Guidance Personnel
Curriculum Director
School Board Members
Students, Former Students

The number of such persons should be limited. People from the community should represent the majority of the committee membership.

B. Balanced Membership: Members should include representatives from labor, management, professional and/or

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* Provided by Philomath High School

paraprofessional. Labor can provide current information on entry-level skills. Management can provide the requirements and qualities needed.

C. Background of Members: Members should be selected because of technical knowledge in the area.

D. Selection of Members:

- develop a list of potential members
- select two representatives in each category of the committee, a first choice and an alternate in case the first declines
- secure approval of the list (first and alternate selections) from the superintendent and board
- contact all first choice members personally, to see if they are willing to serve. Explain the program and their roles
- if necessary, contact alternates to complete the membership

LETTER OF APPOINTMENT

Dear ______________________________,

The board of education of ________________________________ School District is pleased to inform you of your appointment to the school's vocational advisory council. We wish to thank you for your willingness to serve on this council.

The ultimate objective of the vocational advisory council is to maintain and improve the vocational education opportunities for all in the community who can benefit from the program. Your active attendance, participation, and interest in the council's work will be influential in helping making our community a better place to work and live.

We, as board members who are contributing our efforts, find there is insufficient time to accomplish all the tasks that are necessary in our dynamic and progressive school system. Thus, we ask you to share your valuable time with us to offer advice and assistance as an advisory council member to help ensure that high quality vocational education is available to our students.

Shortly, you will be notified by ________________________________ about the time, date, and place for the first meeting of the advisory council. This meeting will help you better understand the role and function of the council, and your potential contributions to it. You will have an opportunity to meet other members of the council, board of education, and the school administrative staff. At this first meeting, identification of the areas in which the council may wish to begin work will be discussed.

Thank you again for your interest in your school's vocational program.

Sincerely yours,

(Signed by the chairperson of
the board of education or an
administrator)

[2] Adapted from Module A-4, Organize an Occupational Advisory Committee, from the Professional Teacher Education Module Series. (Athens, GA: The American Association for Vocational Instructional Materials, 1977).

NEWS RELEASE

date....................

FOR: Unity News

DATE: For Immediate Release

FOR INFORMATION: Mr. Matthew Charles
Director of Vocational Education
Southwest High School
Route 1
Unity, Texas 10133

TOPIC: Formation of a Vocational Advisory Council

Ms. Heather Martin, chairperson of the Southwest School District Board of Education, announced the recent formation of a vocational advisory council. This advisory council will serve Southwest High School by advising the board of education and the school administration on issues relevant to the school's vocational education program.

In an interview yesterday, Ms. Martin stated, "The vocational advisory council can make outstanding contributions toward the improvement of our vocational education program. The Southwest Board of Education feels that the council can help develop and maintain high quality educational opportunities which will be available to all members in the community."

The members of the vocational advisory council are: (Alphabetically list names, titles, and professional affiliations, if appropriate.)

These council members will work closely with the school administration and the board of education, to help ensure that the vocational program is relevant to the needs of both the students and the community.

BYLAWS

LOCAL VOCATIONAL EDUCATION ADVISORY COUNCIL

I. Officers

The officers will consist of a chairperson, vice-chairperson, and a recording secretary. These officers will be elected annually at the first regular meeting of the council, and will serve for a one year term. Officers may be reelected. Together, these officers will form the Executive Committee.

II. Subcommittees

A. Subcommittees may be established and discharged by a majority vote of the advisory council members.

B. Subcommittees may be continuous or ad hoc in nature depending upon needs.

C. President of the advisory council can charge a subcommittee to elect its own officers.

D. Purpose of the committee will be specified by the advisory council.

E. Subcommittees may be of any appropriate size. Membership may consist of students, lay citizens, school employees, and members of the advisory council.

F. At council request, a consultant from the school system may be appointed by the school administration to meet regularly with a subcommittee. Special consultants may also help the subcommittee, with advisory council approval.

G. Subcommittees will report regularly to the advisory council.

III. A. The advisory council will plan and operate under an annual program of work. Topics, goals, and activities will be included in the plan.

B. The program for each coming year will be discussed during the ______________ (month) meeting each year.

C. The Executive Committee will consider program proposals of members and then formulate a plan to be presented at the ______________ (month) meeting for action.

IV. Meetings

A. The annual program of work will indicate the regular meetings to be held each year.

B. At least ____________* meetings will be held each year.

C. Special meetings may be called, or regular meetings cancelled by action of the Executive Committee.

D. The Executive Committee (and/or chairperson) in consultation with the vocational administration will be responsible for planning the agenda of individual meetings.

E. Each meeting will begin at the announced time and will continue for no more than two hours.

F. Discussion leading toward consensus of the members will be the prevailing procedure used at meetings. Parliamentary procedure will be used only when a decision of the advisory council is to be recorded or transmitted.

G. A quorum will consist of a majority of the officially appointed members of the advisory council.

H. Meeting minutes will be kept of all meetings and copies will be distributed to each council member, the school board chairperson, and top-level school administrators.

V. Responsibilities of Members

A. Each member is expected to attend meetings regularly, participate in the advisory council discussions, and serve on subcommittees when requested.

B. Each member is expected to carefully study any problems which come before the advisory council before reaching a final decision.

C. Each member is expected to reach a personal decision, after considering the views of other citizens and/or organizations.

D. Each member is expected to respect the rights of fellow council members by not reporting or discussing opinions of individual members. The opinions and conclusions of the advisory council as a whole may be discussed, within the policies approved by the board.

VI. Loss of Membership

Justification for loss of membership, and procedures for reinstatement will be approved by the board.

*A consensus of many educators indicates that the most effective local vocational advisory councils meet at least four times during the school year.

VII. Use of Consultants

The advisory council may utilize consultants from within and outside the school system, to obtain additional knowledge and assistance as needed.

VIII. Amendments

These rules of operation may be amended by a two-thirds vote of the appointed members of the advisory council and subsequent approval of the board.

*ORIENT COMMITTEE MEMBERS TO THEIR ROLE AND RESPONSIBILITIES

ROLE OF ADVISORY COUNCIL FOR TOTAL SCHOOL PROGRAMS

Provide direction in developing career and vocational education programs.

Provide technical information and assistance as requested by the school administration or school board.

Assist in the promotion of career and vocational education programs in the community.

Assist in developing youth organizations and youth leadership activities.

Provide liaison between all levels of career and vocational education (K-12 and community college) to avoid duplication and provide continuity.

Review and approve local applications for funding (a requirement of the Vocational Education Amendments Act of 1976).

Review and revise career and vocational education budget and recommend it to the school administration and the school board.

Keep informed of current occupational and educational trends in the community.

Serve as a team for assessment and evaluation of career and vocational education programs.

Provide assistance to teachers as requested.

---

* Provided by Philomath School District

* ROLE OF ADVISORY COMMITTEE FOR INDIVIDUAL OCCUPATIONAL PROGRAMS

Provide direction to curriculum development to insure relevance to the world of work.

Provide technical information and assistance when needed.

Assist in program development and improvement.

Assist in securing adequate training stations.

Assist in the placement of graduates.

Provide career and vocational guidance for students.

Assist in the development of public relations to inform the community about the program.

Assist with the activities of the youth organization and/or the leadership development of students.

Develop methods of reorganizing student achievement.

Serve as a team for assessment and evaluation of the program.

Assist with the development of short-and long-range planning.

Review and revise program budget and recommend it to the school administration.

Review and approve proposals for funding.

Review articulation with local college.

* Provided by Philomath School District

Appendix Q

EXAMPLE OF FIRST YEAR PROGRAM OF WORK

September	Develop bylaws for council operation. Elect officers. Identify the existing goals of the vocational program.
November	Form subcommittee to review manpower needs and occupational opportunities in the community. (Findings and recommendations to be discussed in January meeting and then submitted to the board.)
January	Form subcommittees to review school-community public relations program. (Findings and recommendations to be discussed in March meeting and then submitted to the board).
March	Review the district's one and five year plans for vocational education.
May	Evaluate the school's vocational education program for the year in relation to the goals.
Summer	Hold a joint meeting with the board. Prepare and submit to the board an annual report of activities and accomplishments. State recommendations and/or suggestions for improvement of both the vocational program and the council.

BEAVERTON SCHOOL DISTRICT

Certificate of Appreciation

presented to

____

for Judging the

Marketing Mini-Conference

Washington Square

1981-1982

Aloha-Beaverton-Sunset

____
COORDINATOR

____
ADVISORY COMMITTEE CHAIRPERSON

Appendix S

REYNOLDS SCHOOL DISTRIC
ADMINISTRATION OFFIC
1424 N.E. 201st AVEN
TROUTDALE, OREGON 970
(503) 665-91

July 1980

REYNOLDS SCHOOL DISTRICT VOCATIONAL EDUCATION SURVEY

Please mark only one box for each question, except for Questions 3 and 6.

1. Here is our definition of Vocational Education:

> A program which prepares students for work and for getting a job after leaving school.

Do you think we need to have this in the Reynolds School District? ☐ Yes ☐ No

If you said Yes, which of the following do you think should be responsible for vocational education for our high school students?

- ☐ Community colleges
- ☐ On-the-job (apprentice) programs
- ☐ Private vocational schools
- ☐ Reynolds School District
- ☐ Other ______________________

2. Suppose the majority of people in the Reynolds School District wants to have vocational education classes. Which of the following ways would you want it to operate?

- ☐ The same vocational classes would be offered at both Columbia and Reynolds High Schools.
- ☐ Different vocational classes would be offered at the two high schools, with students attending whatever classes were at their school.
- ☐ Different classes would be offered at the two high schools with students choosing which school they attend.
- ☐ Classes would be held at some specially-designed Reynolds District school other than the two high schools, and students from both schools would attend there.
- ☐ Classes would be held at some specialized school that would be open to students from all East County districts.
- ☐ Other ____
____

(Additional questions on reverse side)

Appendix S-2

3. Here is a list of Vocational Education classes which could be offered in the Reynolds District.

Please put a check in the box for each course you think is now being taught at Columbia High		Please put a check in the box for each course you think is now being taught at Reynolds Hi
☐	Accounting	☐
☐	Automotive Body Shop	☐
☐	Automotive Repair	☐
☐	Building Trades/Masonry	☐
☐	Building Trades/Plumbing	☐
☐	Building Trades/Wood	☐
☐	Business and Office Practices	☐
☐	Drafting	☐
☐	Nursing	☐
☐	Secretarial	☐
☐	Welding	☐

4. Vocational education classes usually cost more per student than academic education classes. How do you think vocational education classes should be paid for?

☐ Federal funds only
☐ State funds only
☐ Federal and state funds together
☐ Local funds only
☐ Whatever combination of funds is necessary

5. Suppose the vocational education classes have to be funded just by local property taxes. A taxpayer in the Reynolds District who owns a $50,000 home paid about $380 in school taxes this year. How much more in property taxes on such a home would you be willing to pay for vocational education classes?

☐ $0
☐ Up to $25 more
☐ Up to $50 more
☐ Up to $100 more
☐ As much more as it takes

6. Do you have children? ☐ Yes ☐ No

What age? ☐ Preschool
☐ Elementary school
☐ Middle school
☐ High school
☐ Post high school

Philosophy of Office of Public Information
Regarding Promotion of Events and Programs

The operation of a public school system is of public interest and concern. The board believes that the greatest benefit to the students and to the total community can be realized by supporting the public's right to be informed as fully and accurately as possible, through the dissemination of information regarding the school system.

Therefore, the board has established the Office of Public Information, which shall aid the board in fostering a positive school image throughout the community. It shall establish and maintain reciprocal processes of communication between the school system, its personnel, and the total community.

The Office of Public Information has a service function. Working with the superintendent, division heads, principals, teachers, students, and others, it shall at appropriate times prepare and disseminate news releases, publicize through its own channels, and encourage external media to publicize noteworthy news events and programs originated by students and school personnel.

With high-quality education as its goal, the board wishes to secure and maintain support for the school system through the development of an attitude of understanding and cooperation between the school system and the community. The board believes that a public that is made aware of the positive results of its tax money will be a supportive public.

Therefore, the Office of Public Information shall systematically identify notable events and programs throughout the school system for promotion internally and externally. It shall develop and implement inservice training programs and otherwise assist school personnel in local efforts for the promotion of school events and programs.

Guide to Using Competency-Based Vocational Education Administrator Materials. Ohio State University, The National Center for Research in Vocational Education, Columbus, Ohio, 1977.

Appendix U

information from the Beaverton Schools

Beaverton School District No. 48
P.O. Box 200
Beaverton, Oregon 97075

For more information, contact
Communications Office - 649-0455
Kathy Leslie

PREPARING A PSA

Use short sentences.
Present only one fact or idea in each sentence or phrase.
Write for a time limit.
Make it lively -- Not dull!
You may use conversational style.
Use news release format.
Include time value of announcement.

PUBLIC SERVICE ANNOUNCEMENT

April 30, 1982

ANNOUNCEMENT: Grandparents Day

TIME: 20 seconds **TIME VALUE:** May 1 through May 5

Grandparents and senior citizen friends
of Meadow Park Intermediate School students
are invitied to lunch May 6,
11:20 a.m. to 1 p.m.
The fourth annual Grandparents Day
will feature a performance by
drama and chorus students.
Students at Meadow Park will pay
for the grandparents' and senior citizens' lunches.

Appendix U-2

TELEVISION PSA SCRIPT

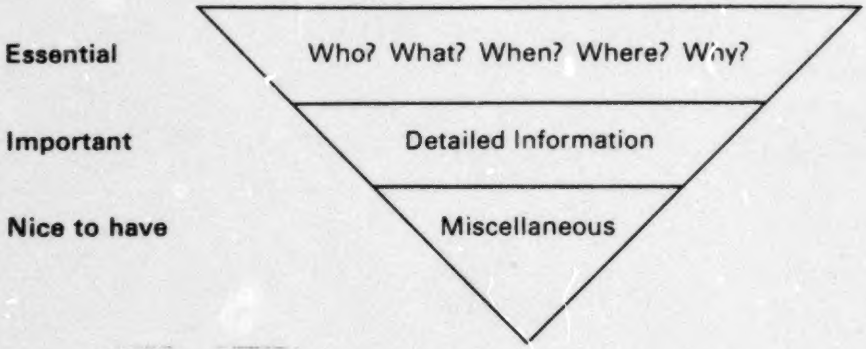
VIDEO	AUDIO
Slow zoom in on example no. 2 Note information included at the top of example no. 2--information such as start/end date, length of spot, vital stats on organization, etc.	VIDEO DESCRIPTIONS ARE WRITTEN ON THE LEFT SIDE OF THE PAPER, AND THE AUDIO PORTION (WHETHER SPOKEN ON-CAMERA OR VOICE OVER) IS WRITTEN ON THE RIGHT SIDE. IT MAKES IT EASIER TO READ, AND MARK UP IF NECESSARY, IF IT'S DOUBLE-SPACED AND TYPED IN CAPS.
Dissolve to example no. 3 Note fancy video terms example no. 3 uses... these are not necessary if you are not familiar with them. Just keep it simple and descriptive.	UNDER VIDEO INSTRUCTIONS, PLEASE INCLUDE THE TYPES OF VISUALS YOU ARE USING, WHETHER THEY BE SLIDES, CAMERA CARDS, FILM, OR VIDEO TAPE. ALSO INCLUDE "SUPERING" INSTRUCTIONS ....IN OTHER WORDS, IF YOU WANT US TO WRITE "FOR MORE INFORMATION CONTACT JOE BLOW AT 222-2222" OVER THE VISUALS WITH OUR TELEMATION MACHINE, YOU MUST INCLUDE AND SPECIFY THIS INFORMATION. THIS INFORMATION CAN ALSO BE PROVIDED IN SLIDE FORM.
Cut to example no. 4	SOMETIMES STORY BOARDS ARE ALSO INCLUDED. STORY BOARDS ARE A SEQUENCE OF PICTURES WHICH DEPICT WHAT YOU WANT TO SHOW, WITH THE AUDIO WRITTEN BENEATH EACH PICTURE AS A CAPTION. THESE ARE NOT NECESSARY, BUT ARE HELPFUL IN MANY INSTANCES.

MAKING A TAPE FOR RADIO

When the reporter says, "May I put you on tape?"...

Speak slowly.
Enunciate clearly.
Speak concisely.
Get significant details in at beginning of tape.
Add a phone number for further information.
Ask the reporter's name and offer thanks for the publicity opportunity.
Note: If you don't have the information you need, take a phone number and say you will call back in a few minutes.

NEWS RELEASE CONTENT


Essential
Who? What? When? Where? Why?
Important
Detailed Information
Nice to have
Miscellaneous

NEWS RELEASE FORMAT

Typed double space, one side of 8½ x 11 sheet
Generous margins, top one-third of first page blank
Source information at top left corner of first page
Include release date
End each page with complete paragraph
"More" at bottom of page or
End release with: ### -30- XXX ***

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Beaverton School District #48
Communications Department
Beaverton, Oregon

DECA competition set in mall stores Feb. 9

Beaverton-area high school students with a flair for marketing will participate in a competition sponsored by the Distributive Education Clubs of America (DECA) Wednesday, Feb. 9.

Ninety students from Beaverton, Sunset and Aloha high schools, 30 from each school, will compete in a series of retail and marketing events, said Aloha DECA instructor Rick Kelly. They will be awarded points based on their performance in written tests and acted-out situations.

Advertising competition will take place at Mervyn's, in which the students must proofread the copy for an advertisement to see that all of the information is accurate. They must also create their own display ad.

At Meier & Frank, competitors will be tested in the area of apparel and accessories. They must complete a sale and explain how a charge account works.

Competition in restaurant marketing will be conducted at the Park Restaurant. Students will be told to play the part of a manager and evaluate an employee based on an error the employee has made. They will also be called upon to portray a restaurant employee who must "sell" the manager on the idea of installing a salad bar on the premises.

The specific competition at Frederick & Nelson is yet to be announced, Rick said, but it will involve conducting an interview with an employee and coordinating a selling event.

At Sears, the emphasis will be on finance and credit. Students will be asked to balance a checkbook for a customer, and to explain to another customer that he or she has ex-

Continued on page WS11

DECA marketing students pit talents in mall contest

Continued from page WS10

ceeded the limit on a charge card.

Each section of competition will include six students per high school. Each student will compete in a single section, based on their areas of expertise. They were chosen for their school's DECA team based on enthusiasm and previous participation in DECA activities.

DECA instructors work in conjunction with an outside advisory committee for marketing classes offered in the Beaverton School District. The committee is comprised mainly of businesspersons in commercial management positions in the community. Members of the committee are affiliated with the stores where Huff, fifth-grade teacher at the competition is taking place, and many will serve as judges in the competition.

Students who do well in the Feb. 9 event will move up to state-level competition and, possibly, the nationals.

The schools will also operate booths near the Nordstrom court on the day of the event. Sunset High School will distribute anti-shoplifting information, Aloha will promote free enterprise and Beaverton will staff a question-and-answer table.

The competition will take place from 9 a.m. to 1 p.m. It is the third year of the event and the second year at Washington Square.

*VOCATIONAL EDUCATION PROMOTION WEEK

1. (A) Inclusion of invitation to activities of the Vocational Education Week in the Principal's letter to the parents.

   (B) Vocational Education Week proclaimed by the Mayor of the City with all of the youth group presidents in attendance.

2. Certificates of appreciation sent to Cooperative Work Experience employers of students, local advisory committee members, administration members, newspapers, radio station and others supportive of Vocational Education at the High School.

3. Advisory Committee members invited to the open house as well as the entire public.

4. Posters and promotional items placed in business windows and on business advertising marquees.

5. The local newspaper interviewing students on the job, and who are in the Cooperative Work Experience Program (through the efforts of the Vocational Staff.)

6. An all school assembly on Monday morning featuring a speaker from Tektronics, Inc., and demonstrations all through the day to classes and interested students.

7. Live radio interview with a Vocational Education Staff Member.

8. A mini open-house in the multipurpose room with each Vocational Education area represented by staff, students, and project activity and demonstration.

9. School newspaper personnel interviewing students and staff during the promotion week for inclusion in the next publication.

10. Students representing each organization made presentation at regularly scheduled board meeting.

* Provided by Beaverton School District

OREGON VOCATIONAL STUDENT ORGANIZATIONS

AOFC — *Associated Oregon Forestry Clubs*
Serves students enrolled in forestry/forest products programs.

DECA — *Distributive Education Clubs of America*
For those enrolled in secondary marketing programs.

DEC — *Delta Epsilon Chi*
A post secondary organization for those involved in marketing and management programs.

FBLA — *Future Business Leaders of America*
Serves students in business and office occupations programs.

PBL — *Phi Beta Lambda*
For post-secondary business administration and office occupations students.

FFA — *Future Farmers of America*
An organization for those enrolled in vocational agriculture, horticulture and agribusiness.

FHA — *Future Homemakers of America*
Involves students in vocational/consumer homemaking classes.

HERO — *Home Economics Related Occupations*
Serves students in food service, child care, and related occupational programs.

HOSA — *Health Occupations Students of America*
For students enrolled in programs training them for careers in the health care field.

VICA — *Vocational Industrial Clubs of America*
Provides for students in education and training programs in construction, drafting, graphics, electronics, industrial mechanics, metals and other trade, technical and industrial areas.

FOR MORE INFORMATION CONTACT:

Student Leadership Center
663 High Street NE
Salem, Oregon 97301

Phone: (503) 588-5338

Oregon Department of Education
700 Pringle Parkway SE
Salem, Oregon 97310

Phone: (503) 378-8472

VSOs
Preparing For Leadership
In The World of Work

OREGON VOCATIONAL STUDENT ORGANIZATIONS

Appendix W-2

WHAT IS A VSO?

Vocational Student Organizations (VSO) are state and national organizations for students which provide activities that are an integral part of a vocational instructional program.

PURPOSES:

While the goals of each VSO are similar, the activities are focused on the occupational areas being studied and the needs of individual students involved. All activities are designed to meet at least one of these goals:

Career Development

Leadership Development

Personal Development

Citizenship Development

ADVANTAGE:

As an intregal part of the students vocational training program, VSOs provide the means to develop knowledge, attitudes, and skills needed to be successful in today's world of work. Through active participation in activities and projects in school, the community, and with business and industry they gain not only leadership skills but also an understanding of their roles as citizens and workers in a democracy and in our free enterprise system.

OPPORTUNITIES FOR STUDENTS

- Improving vocational competence.
- Broadening understanding of careers available in the vocational area being studied.
- Developing leadership abilities by actively participating in individual and group activities.
- Meeting and becoming involved with business, labor and industrial leaders and organizations.
- Working with community leaders.
- Providing community service.
- Developing personal and interpersonal skills which are important to career success.
- Meeting students with common interest from other schools and other states.
- Learning the importance of team effort and working relationships.
- Developing individual projects to improve the home.
- Gaining understanding of democracy by practicing these principles in an organizational setting.
- Learning how the free enterprise system works through classroom projects and interaction with the business community.
- Developing self confidence and esteem through involvement in individual and group activities.
- Gaining recognition for individual and group accomplishments.

BENEFITS FOR TEACHERS:

- Increase opportunity to interact and work with leaders from labor, business and industry.
- Methods and materials available for expanding vocational curriculum to include social, personal, and leadership development and civic responsibility.
- Means to add to curriculum projects which increase occupational knowledge and skill development.
- Opportunities to meet and interact with educational leaders in state and nation.
- Means of providing motivations for students to strive for excellence.
- Opportunity to work very closely with students as individuals and satisfaction of observing students personal as well as professional growth and development.
- Opportunity to insure the curriculum, teaching methods, and student outcomes meet with industry standards.
- Opportunities for social and professional interaction with other instructors in the same field of vocational education.

BENEFITS FOR SCHOOLS AND PROGRAMS:

- Student involvement in school/community projects.
- Advisory committee involvement with VSOs.
- Business and industry involvement with VSO projects.
- Parent involvement in student VSO projects.
- Recognition provided to students for both individual and chapter achievement.
- Interdisciplinary activities which result from VSO projects.
- Publicity obtained through VSO involvement.

Appendix X

Brochures on vocational student organizations are available on request from the state department. If you wish more information on specific VSOs, tear off the bottom half of this page, slip it into an envelope and mail to:

Student Leadership Center
663 High Street NE
Salem, OR 97301

I am interested in the following brochures:

CHECK:

- ___ Oregon Vocational Student Organizations
- ___ Distributive Education Clubs of America: What It Is What It Does
- ___ Future Business Leaders of America: Make It Your Business
- ___ Future Farmers of America: What Is FFA?
- ___ Future Homemakers of America: A Part of Home Economics Education
- ___ HOSA is Health Occupations Students of America
- ___ What is VICA?
- ___ Vocational Industrial Clubs of America: Principal's Guide

____
Your Name

____
Address

____
Town/ City State/ Zip

____
Title/ Position

____
School

SUGGESTIONS FOR SECURING A THIRD-PARTY EVALUATION CONSULTANT

1. Specify evaluation purpose and scope.
2. Determine financial resources available for the evaluation.
3. Prepare a summary of needed assistance (may be a Request for Proposal RFP).
4. Identify potential evaluators or evaluation consultants.
5. Distribute work statement or summary of needed assistance to potential evaluators.
6. Review prospecti or proposals submitted by evaluators.
7. Select the two or three best proposals.
8. Meet with the top two or three to discuss their offers and to review examples of their previous work.
9. Contact former agencies that have employed the evaluators.
10. Select the best one.
11. Prepare an agreement or contract to finalize details.

EVALUATION PLAN FORM

Purpose:

Scope:

Key Evaluation Questions:

Information Sources:

Data-Collection Techniques:

Schedule of Events:

		Target Dates	
Activities	Leader(s)	Begin	End

SAMPLE

PROGRAM EVALUATION STATEMENTS

PURPOSE: To determine whether stated goals or objectives have been met.

SCOPE: To determine whether the goals and objectives of the food service cluster have been met during the school years of 1979-84.

PURPOSE: To determine needed curriculum content revisions.

SCOPE: To determine the needed curriculum content revisions in the accounting cluster for the secondary program.

PURPOSE: To determine staff inservice needed for program improvement.

SCOPE: To determine staff inservice needs for electricity electronics in ______________ High School.

PURPOSE: To assess needed program additions and deletions based upon occupational supply-and-demand information.

SCOPE: To determine if the forestry cluster should be maintained, modified, or terminated from the vocational program at ______________ High School given current and projected labor market data.

PURPOSE: To learn what impressions occupational program graduates have concerning the program that they completed.

SCOPE: To conduct follow-up studies of graduates of the clerical cluster at ______________ High School from 1980-1981.

Appendix BB

SOME KEY EVALUATION QUESTIONS

Do students enrolled in our vocational programs learn the basic cognitive skills of speaking, reading, writing and numerical calculation as effectively as comparable students in academic/general curricula?

Do our vocational education programs provide graduates with a general set of skills and basic work disciplines that significantly increase their chances for successful employment?

How do the annual earnings of our vocational graduates compare with those of general/academic graduates, both in the short and long term?

Do our vocational programs significantly strengthen the human resource base of the local and state economy?

Does favorable community reaction to ongoing vocational programs result in general expressions of satisfaction and financial support?

Are the vocational students developing leadership ability through their participation in occupationally related youth programs such as DECA, FHA, FFA, and VICA?

Do our vocational programs increase occupational awareness, training opportunities, and job access for men and women in both traditional and nontraditional areas?

Do our vocational education program admissions and student assignment practices tend to reduce or to reinforce occupational discrimination on the basis of race, class or sex?

SOURCE: Adapted from Robert L. Darcy, Vocational Education Outcomes: Perspective for Evaluation (Columbus, OH: The National Center for Research in Vocational Education, The Ohio State University, 1979), pp. 15-19.

Appendix CC

DATA-COLLECTION TECHNIQUES

INTERVIEWS: Interviews can be structured with a form or interview schedule that specifies the questions to be asked of each respondent. Interviews can also be open-ended, with the use of a topical outline that guides the interviewer in knowing what areas should be probed. The interview can be conducted face to face or by telephone.

QUESTIONNAIRES: Questionnaires are printed forms designed to collect information and judgments from respondents. They can include many different item types, including checklists, graphic rating scales, multiple-choice items, numerical rating scales, matching items, etc. Questionnaires can be administered by mail or distributed personally, In either case, a strong follow-up effort is essential in order to secure an adequate, representative response.

DOCUMENT REVIEW: Document review involves the analysis of already existing information that may be of secondary use. It can be done informally to estimate general feelings or in a very formal way using checklists or other structured instruments.

TESTING: The administration of student tests can provide valuable information. Testing can focus on cognitive, affective, and/or psychomotor behaviors. Instruments used in testing can include paper-and-pencil tests, inventories, simulation tests, performance tests, projective tests, and many other devices.

OBSERVATION: Observation can provide descriptive information regarding the way something is constructed or behaves. Observation can be unstructured, or it can be structured through a special recording form. Observation can be either open, secret, or visually recorded.

Appendix DD

** Review of Program Components

Data Sources: Teacher, Vocational Director, Advisory Committee

Program/Cluster ____________ School ____________

1. Advisory Committee

Program Requirement: Program is developed and conducted with the assistance of program (occupational) advisory committee.

	Yes	No	Partial
* a. Does the vocational program have an adivsory committe?			
b. Does your advisory committee include the following?			
1) Representatives from business, industry and labor?			
2) Men and women?			
3) Cross section of employers/employees skilled in the occupational area?			
4) Representatives of the racial mix of the attendance area?			
5) Handicapped persons?			
c. Role of the committee:			
* 1) Does the committee actively participate in the program development, evaluation and revision?			
2) Has the committee been asked to provide assistance with the cooperative work experience and student leadership organization components of the program?			
d. Management of the committee:			
1) Does the committee meet a minimum of four times a year?			
2) Is the role of the committee described in writing?			
3) Have committee members received inservice on their role?			
4) Is there an effort to efficiently manage the committee, e.g., minutes, regular meeting place, publicity to committee, opportunity to appear before school board, system for formal recommendation?			

f. Notes:

**Appendix DD pages from Planning For Progress, October 1981.

*Vocational Requirement: Program approval priority item.

2. Staff

Program Requirement: Instructors have the occupational and educational competencies needed for the vocational program area.

	Yes	No	Partial
a. Does the staff have the education background for the positions they hold?	___	___	___
b. Do staff members have appropriate occupational experience for their program areas?	___	___	___
★ c. Do staff members have appropriate vocational endorsements?	___	___	___
d. Do staff members have current Red Cross First Aid cards? (Required for initial Oregon certificate, not required for renewal.)	___	___	___
e. Have staff members completed instruction related to civil rights legislation?	___	___	___
f. Do staff members have a professional improvement plan approved by the district?	___	___	___
g. Can you document efforts made by staff members to upgrade technical skills and knowledge (seminars, business/industry workshops, work experience in occupational areas, etc.)?	___	___	___
h. Is adequate secretarial/clerical support provided to the program?	___	___	___
i. Does the district provide opportunities and financial support for upgrading instructors, e.g., tuition reimbursement?	___	___	___

j. Notes:

3. Students

Program Requirement: Program is open to all individuals

	Yes	No	Partial
★ a. Special students, e.g., handicapped, disadvantaged, limited English speaking.			
1) Does your program provide equal educational opportunity for handicapped, disadvantaged students?	___	___	___
a. Do student handbooks/forecast materials make it clear that all classes are open to all students who meet program requirements?	___	___	___
b. Do school published materials contain an anti-discrimination statement?	___	___	___
c. Is there an awareness of the thrust to provide services to both the disadvantaged and the handicapped?	___	___	___
d. Can the teacher identify students classed as disadvantaged or handicapped?	___	___	___
e. Do staff and students know grievance procedures?	___	___	___
f. Are facilities and equipment accessible and appropriate for students with special needs?	___	___	___
g. Are appropriate supportive services (e.g., materials, aides/tutors/peer tutors) provided for special needs students?	___	___	___
h. Is the program individualized to meet the needs of special students?	___	___	___
i. Did the vocational instructor participate in the assessment and individual planning for all handicapped students enrolled in the program?	___	___	___
b. Sex equity/multicultural focus			
★ 1) Does your program provide equal educational opportunity for women and minorities?	___	___	___
a. Do student handbook or forecast materials show classes open to students of both sexes (photos show men and women performing the same jobs, language does not emphasize "he", "she", but rather "they", "them"?)	___	___	___
★ b. Are titles and descriptions of programs and courses free of language which would limit offerings to either males or females?	___	___	___
c. Do school published materials contain an antidiscrimination statement?	___	___	___
★ d. Do program curriculum materials avoid sex role and minority group stereotyping?	___	___	___

e. Is there a systematic plan to check that materials are "neutral" prior to using? ___ ___ ___

f. Is extra support provided for students who choose non-traditional program areas? ___ ___ ___

g. Is there work for women who seek non-traditional jobs after graduation? ___ ___ ___

h. Are Title IX policies known? ___ ___ ___

c. Enrollment

1) Is the program operating at maximum possible enrollment e.g., is a student enrolled for every seat or station? ___ ___ ___

d. Notes:

4. Equipment and Facilities

Program Requirement: Facilities, equipment, instructional aids and supplies are sufficient in quantity and quality to meet curriculum objectives

	Yes	No	Partial
a. Availability of equipment:			
1) Are facilities and equipment adequate for the number of students enrolled?			
2) Are facilities and equipment comparable to those used by business and industry?			
3) Do equipment and facilities address new and emerging technology?			
b. Use of facilities and equipment:			
1) Is the laboratory/shop layout conducive to hands-on learning?			
2) Is there a planned way to insure that all students receive ample skill development on available equipment?			
3) Are facilities and equipment accessible and appropriate for disadvantaged/handicapped students?			
4) Are equipment and facilities maintained so as to be conducive to health and safety of all persons?			
c. Support, equipment and facilities:			
1) Are adequate duplication and reproduction services provided to the program?			
2) Is adequate telephone service provided to the program?			
d. Planning for equipment and facilities:			
1) Which existing equipment needs to be replaced in the next 3-5 years?			
2) Is someone responsible for keeping track of needed equipment and for securing budget for purchases?			
3) Is the vocational annual local application process used to identify equipment and facility needs?			
4) Is there a written plan for replacement and repair of equipment?			

e. Notes:

5. Safety

Program Requirement: Students receive adequate instruction in safety practices related to the occupation or group of occupations.

	Yes	No	Partial
a. Teaching about safety:			
1) Are there course goals which establish safety as an integral part of the course content?	___	___	___
2) Has the instructor had formal training in safety procedures?	___	___	___
3) Do students receive instruction in safety procedures related to equipment and materials?	___	___	___
4) Do students receive instruction in occupational on-the-job safety?	___	___	___
5) Is there a differentiation between school safety policies and practices and safety requirements of the occupation?	___	___	___
6) Is provision made for teaching safety to learning-disabled students?	___	___	___
b. Management of safety related factors in the program:			
1) Are equipment and facilities maintained so as to be conductive to the health and safety of all persons?	___	___	___
2) Are classroom/shop safety devices and instruction for their use provided students and adults?	___	___	___
3) Are safety devices used where needed?	___	___	___
4) Are safety inspections conducted regularly and documented?	___	___	___
5) Is an accident reporting system maintained?	___	___	___
★ 6) Is industrial accident insurance provided for off-campus, school-directed activities and for non-paid work experience?	___	___	___

c. Notes:

6. Instructional Materials

Program Requirement: Facilities, equipment, instructional aids and supplies are sufficient in quantity and quality to meet curriculum objectives.

	Yes	No	Partial
a. Availability of instructional materials:			
1) Are necessary instructional materials available?	___	___	___
2) Does existing material reflect new and emerging technology?	___	___	___
b. Use of instructional materials:			
1) Are materials appropriate for disadvantaged/handicapped students?	___	___	___
2) Is someone responsible for keeping track of needed materials and attempting to secure budget for purchases?	___	___	___
3) Which existing materials need to be replaced in the next 3-5 years?	___________		
4) Is the vocational annual local application process used to identify instructional material needs?	___	___	___

c. Notes:

7. Instruction

Program Requirement: Instruction does not concentrate on occupations requiring a baccalaureate degree.

The program is of sufficient length and content to develop occupational competencies.

The program is designed to prepare individuals for work in an occupational area or a specific occupation for further specialized vocational education.

Instruction is based on the skills and knowledge required in the occupational area.

The vocational program is one that has substantial employment opportunity identified.

	Yes	**No**	**Partial**
a. Purposes/goals/program outcomes:			
★1) Are students prepared for entry-level employment within the cluster area in an occupation of their choice?	___	___	___
2) Has the program been designed with preparation for identified occupations in mind?	___	___	___
★3) Do the occupations for which the program trains have significant demand for expansion and replacement?	___	___	___
4) Are program and course goals written?	___	___	___
5) Do course goals reflect student outcomes, e.g., what the student will be able to do, know or value as a result of the instruction, not what the teacher will do?	___	___	___
★6) Are planned course statements available and do they reflect the way the program is actually conducted?	___	___	___
b. Structure:			
1) Is the program offered as approved by the State Department of Education?	___	___	___
2) Is class size consistant with curriculum content, instructional methods, needs of students and expected learning outcomes of the class?	___	___	___
3) Does this program use facilities, courses, resources, or instructional personnel that are shared with other programs?	___	___	___
4) Are appropriate support courses offered?	___	___	___
5) Is the program a cluster or special vocational program?	___	___	___
6) Is there an alternative to classroom instruction?	___	___	___
7) If so, has this alternative been reviewed and approved by the Department of Education?	___	___	___
c. Length of program:			
1) Is the amount of time spent in instruction adequate to teach the necessary skills of people employed in occupations for which the program trains?	___	___	___
★2) Does class time equal a minimum of 10 instructional hours per week or the equivalent?	___	___	___

3) Is there an identified, logically sequenced, two-year program? ____ ____ ____
4) Does the program provide for two credits? ____ ____ ____
5) Do shop oriented clusters – electronics, construction, industrial mechanics, graphic communications, metals – provide for two period blocks of uninterrupted instruction which roughly equals two hours per day? ____ ____ ____
6) Do other cluster programs have an appropriate scheduling of classes to allow for two periods per day or a suitable equivalent such as one period per day plus cooperative work experience? ____ ____ ____

d. What is taught?

★1) Is instruction based on necessary competencies (skills, knowledge, attitudes) of people employed in occupations for which the program trains? ____ ____ ____
2) Have task analyses been completed and used? ____ ____ ____
3) Is the state curriculum guide used? ____ ____ ____
4) Is there an awareness of the ILS curriculum catalog and materials? ____ ____ ____

e. Teaching methods:

1) Is instruction individualized, e.g., self paced? ____ ____ ____
2) Is instruction adapted to varying levels of ability, e.g., TAG, general, special? ____ ____ ____
3) Is instruction activity oriented? ____ ____ ____
4) Are community resources such as guest speakers, field trips, etc., used? ____ ____ ____

f. Coordination with community college/relationship to degree

1) Are students prepared for further education in an occupation or group of related occupations? ____ ____ ____
2) Is instruction offered for positions other than those requiring baccalaureate degrees? ____ ____ ____
3) Has anything been done to make sure the program articulates with (meshes with, flows into) a program(s) at the nearest community college? ____ ____ ____
4) Are competencies acquired by students recognized by community college vocational programs for credit or as satisfying prerequisites or as substitutes for community college course work? ____ ____ ____
5) Is there an understanding of what constitutes required BA degree occupations vs others? ____ ____ ____

g. Notes:

8. Cooperative Work Experience

Program Requirement: Written agreements and contracts are in effect between the school and all community resources used for student learning and occupational experience.

	Yes	No	Partial
a. Who participates:			
1) What percent of students participate in cooperative work experience?	___	___	___
2) Are disadvantaged and handicapped students participating?	___	___	___
* 3) Are students concurrently enrolled in a vocational program and related cooperative work experience?	___	___	___
4) Has the advisory committee been asked to provide assistance with cooperative work experience?	___	___	___
b. Written training agreements:			
* 1) Do written training agreements exist between students, parents, employers, school?	___	___	___
2) Are the agreements current? Adequate? Periodically reviewed?	___	___	___
* 3) Are individual training plans in effect?	___	___	___
c. Labor laws:			
1) Are labor laws being followed?	___	___	___
2) Is there a procedure for identifying labor laws?	___	___	___
3) Do the activities and projects relate to course goals? How?	___	___	___
d. School-directed projects and activities/unpaid work experience			
1) Do projects and activities relate to the curriculum plan?	___	___	___
2) Are activities and projects supervised and evaluated?	___	___	___
3) Do the activities and projects relate to course goals? How?	___	___	___
e. Evaluation:			
1) Is student evaluation planned by employer and school?	___	___	___
2) Is there an evaluation system including an evaluation instrument?	___	___	___
3) Are job skills measured in addition to personality attributes?	___	___	___
4) Is information shared with the advisory committee? School officials? School board?	___	___	___

f. Are the following support services provided?
   1) Adequate, paid staff time for coordination ____ ____ ____
   2) Travel ____ ____ ____
   3) Secretarial service ____ ____ ____

g. Have private schools been notified if federal funds are used? ____ ____ ____

h. Notes:

9. Vocational Student Organization

Program Requirement: Provision is made for a vocational student organization if applicable to the vocational program.

Yes No Partial

a. Who participates:

1) Is membership in a vocational student leadership organization (DECA, VICA, FHA, FBLA, HERO, HOSA) available to all students? ____________
2) What percentage of students participate in an organization? ____________
3) What proportion of the members participate in local and state activities? ____________

b. Written training agreements:

1) Does the chapter have a program of work? ___ ___ ___
2) Do chapter activities support the recognized purposes of the organization? ___ ___ ___
3) Do chapter activities support the course goals of the program? ___ ___ ___
4) Is national involvement encouraged? ___ ___ ___
5) Are staff time and travel funds provided for coordination of the organization? ___ ___ ___
6) Are there handbooks, manuals available to help organize and operate the organization? ___ ___ ___
7) What have been some of the community related chapter projects? ____________

c. Role in the curriculum:

1) Are leadership development activities integrated into the curriculum? ___ ___ ___

d. Notes:

10. Guidance

Program Requirement: Vocational guidance is available to all students in vocational education with emphasis given to persons with special needs.

	Yes	No	Partial
a. Is vocational guidance available to all student, e.g., General Aptitude Test Battery (GATB), CIS, exploratory experience?	___	___	___
b. Is communication open among the instructor, employers, employment agencies, and guidance personnel (each knows what the other is doing)?	___	___	___
c. Admission to program:			
1) Are students admitted to the program on the basis of career goals?	___	___	___
2) Must students meet predetermined admission criteria for the program?	___	___	___
3) Do these criteria reflect the minimum capabilities needed by students to succeed in the program and eventually be employed in the area?	___	___	___
4) Are students who do not have minimum capabilities and who are interested in the program given assistance in acquiring the capabilities?	___	___	___

d. Notes:

11. Job Placement/Follow-Up

Program Requirement: Placement and follow-up services should be provided for all program leavers and completers.

	Yes	No	Partial
a. Which of the following kinds of information/services are provided:			
1) Current and accurate occupational and labor market data?	___	___	___
2) Counseling concerning non-traditional occupations for their sex?	___	___	___
3) Job search instruction, e.g., interview, dress, etc.?	___	___	___
4) Assistance with job or educational placement concerns?	___	___	___
5) Coordinated activities with the Employment Service and nearby community college?	___	___	___
6) Placement and follow-up services?	___	___	___
b. Is there a formal system for providing these information/services?	___	___	___
c. Do students know the services are available?	___	___	___

d. Notes:

Appendix DD-15

**12. Evaluation/Follow-Up

Program Requirement: Evaluation of programs based on stated objectives is from students, employers, occupational advisory committees.

	Yes	No	Partial
a. Student performance:			
1) Which of the following were used as the basis for identifying course goals/program outcomes/student competencies? (Check all that apply)			
a. Cluster guide	___	___	___
b. Occupational skill card provided by the Oregon Department of Education	___	___	___
c. Locally conducted occupational task analysis	___	___	___
d. Advisory committee	___	___	___
e. Cooperative work experience	___	___	___
f. Other (specify) ______________________	___	___	___
★2) Are students evaluated in relation to specific goals/outcomes/competencies?	___	___	___
3) Does evaluation use performance of skills as an important component?	___	___	___
4) Does measurement of student achievement reflect student career/goals?	___	___	___
b. Program evaluation:			
1) Have program goals been determined?	___	___	___
★2) Is the program evaluated in relation to stated objectives?	___	___	___
3) Which of the following instrument/data sources do you use in program evaluation?			
a. Student course critique *(Appendix DD-16 DD-17)*	___	___	___
★b. Student follow-up study *(Appendix DD-18 DD-19)*	___	___	___
★c. Employer follow-up study *(Appendix DD-20 DD-21)*	___	___	___
d. Advisory committee evaluation *(Appendix DD)*	___	___	___
e. SERVE report	___	___	___
f. **Planning for Progress**	___	___	___
g. Other (specify) ______________________	___	___	___
4) Which should you begin to use?	___________		
c. Does the instructor participate in student, employer and program surveys?	___	___	___
d. Is information obtained from various evaluation instruments from employers and students used to reorganize/improve the program?	___	___	___

e. Notes:

**Vocational Requirement: Program approval priority item.

Appendix DD-16

Student Course Critique

Course Title ______________________________

Year in School ______________________ Date (month & year) ______________

Please indicate your preference by placing an "X" on the appropriate line.

Strongly Agree (SA); Agree (A); Undecided (U); Disagree (D); Strongly Disagree (SD)

	SA	A	U	D	SD
1. The course is interesting enough to encourage me to perform independent learning.	___	___	___	___	___
2. The course is equipping me with the skills required for entry-level jobs.	___	___	___	___	___
3. I plan to work in a job covered by this program.	___	___	___	___	___
4. The course has helped increase my self-confidence and sense of worth.	___	___	___	___	___
5. My participation in the course has the support of my parents.	___	___	___	___	___
6. The instructor(s) is very enthusiastic about his/her teaching.	___	___	___	___	___
7. This instructor motivates me to do my best work.	___	___	___	___	___

Appendix DD-17

Summary
Student Course Critiques

Data Source: Student critiques of each course in the program

Program/Cluster ____________________ Course ____________________

Number of Students by Grade Level
N = ____9, ____10, ____11, ____12

Date of Evaluation ____________________
(month, year)

	SA (1)	A (2)	U (3)	D (4)	SD (5)	Average
1. The course is interesting enough to encourage me to perform independent learning.	___	___	___	___	___	___
2. The course is equipping me with the skills required for entry-level jobs.	___	___	___	___	___	___
3. I plan to work in a job covered by this program.	___	___	___	___	___	___
4. The course has helped increase my self-confidence and sense of worth.	___	___	___	___	___	___
5. My participation in the course has the support of my parents.	___	___	___	___	___	___
6. The instructor(s) is very enthusiastic about his/her teaching.	___	___	___	___	___	___
7. This instructor motivates me to do my best work.	___	___	___	___	___	___

SA	Strongly agree – 1
A	Agree – 2
U	Undecided – 3
D	Disagree – 4
SD	Strongly disagree – 5

Average – Assign a number value to each response, total the value of responses for each item, divide by the number of responses.

Student Follow-Up Study
Vocational Education Program

Program/Cluster ______________________ School ______________________

Date ______________________

We are conducting a follow up study to learn what graduates of our program are doing and how well prepared they were for their jobs. Please answer the following questions and return this questionnaire to us in the enclosed self-addressed envelope. Thanks!

1. What is your current educational status?
   - ______ Attending school full-time
   - ______ Attending school part-time
   - ______ Not attending school
2. If you are currently attending school, is your program of study related to your high school vocational training?
   - ______ Yes
   - ______ No
3. If you are currently attending school, what is the name of it?

   ____
4. What is your current employment status?
   - ______ Employed full-time
   - ______ Employed part-time
   - ______ Military service
   - ______ Unemployed, but actively seeking employment
   - ______ Unemployed, not seeking employment
5. If you are currently employed, what is your

   Job title ____

   Major job duties ____

Appendix DD-19

6. Is your job related to your high school vocational training?

______ Yes, it is directly or closely related

______ No, it is only remotely or not related at all

7. How well did your high school vocational training prepare you to perform in each of the areas on your current job?

(List major areas, tasks, or functions on which instruction was provided)	Do not do on my job	More than adequately	Adequately	Inadequately
______	______	______	______	______
______	______	______	______	______
______	______	______	______	______
______	______	______	______	______
______	______	______	______	______

8. How do you rate the following areas of your high school program?

	Good	Fair	Poor
Vocational Guidance and Counseling	____	____	____
Basic Education Skills	____	____	____
Job Skills	____	____	____
Technical Knowledge	____	____	____

9. If you are working full-time (35 hours or more a week), what is your monthly income before taxes?

$ ______________________

10. We would like to ask your employer how well your high school vocational program prepared you for your current job. Please complete the following if you agree to let us do this. The information that you and your supervisor provide is very important to making your high school vocational program as effective as possible.

Your Name ____

Company Name ____

Company Address ____

City ____________________________ State ____________ Zip Code ______

Appendix DD-20

Employer Follow-Up Study
Vocational Education Program

Program/Cluster ______________________ School ______________________

Date ______________________

We are conducting a follow up study to determine how well our program prepares students for jobs. One of your employees graduated from our program. Please answer the following questions and return this questionnaire to us in the enclosed self-addressed envelope. Thank you.

Name of Employee: ____

1. How well did our high school vocational training prepare the employee to perform each of the following in his/her current position?

(List major areas, tasks, or functions on which instruction was provided)	Does not do on the job	More than adequately	Adequately	Inadequately

2. What is your overall rating of the employee's preparation for his/her current job?

   _____ Very good
   _____ Good
   _____ Average
   _____ Poor
   _____ Very poor

3. Please rate the vocational training received by the employee in the following areas:

	Very Good	Good	Average	Poor	Very Poor
Technical Knowledge					
Work Attitude					
Basic Education Skills (reading, writing, etc.)					

4. How would you rate this employee's preparation relative to other employees in his or her work group who did not receive vocational training?

______ No basis for comparison

______ Individual with vocational training is better prepared

______ Both are about the same

______ Other employees are better prepared

*EVALUATION FORM

The evaluation process provides information on which to base decisions regarding program effectiveness. Administrators, advisory committee members, staff, and students should be involved.

11.1	A written yearly plan exists for evaluation based on stated program objectives, advisory committee activities, school/community relations, youth organizations, articulation, etc.	NA	1	2	3	4	5
11.2	Evaluation is considered an integral part of the program and is continuous from September to June.	NA	1	2	3	4	5
11.3	The program is evaluated at least once a year by students currently enrolled in the program, by administrators, counselors, parents, other staff, etc., to measure program effectiveness.	NA	1	2	3	4	5
11.4	Students who have completed the program at some time during the last five years are contacted to evaluate the program.	NA	1	2	3	4	5
11.5	Evaluation information is compiled and used in the decision-making process, e.g.:						
	a. Student surveys and follow-up studies	NA	1	2	3	4	5
	b. Teacher evaluations of curriculum	NA	1	2	3	4	5
	c. Outside team findings	NA	1	2	3	4	5
	d. Completed assessment instrument	NA	1	2	3	4	5
11.6	Advisory committee members, administrators, and staff receive the evaluation information.	NA	1	2	3	4	5
11.7	Provisions have been made to document student progress, e.g., pre and post tests, and records are maintained.	NA	1	2	3	4	5
11.8	Evaluation procedures identify students who have unusual abilities or special needs.	NA	1	2	3	4	5
11.9	There are provisions for outside evaluation or assessment.	NA	1	2	3	4	5

ASSESSMENT AVERAGE _____

* Provided by Philomath School District

Appendix FF

Harmiston High School 567-8311

FOLLOW-UP OF VOCATIONAL STUDENTS

High School Status

INSTRUCTOR: ______________________ Vocational Class Taken ______________

STUDENT Name: ______________________ Address: ______________________

Phone: ______________________ ______________________

Cooperative Work Experience: ________ Where? ______________________

Other Vocational Classes Taken: ______________________

____

Post High School Status

Are you Currently Employed? ____Yes ____No. If so Where? ______________________

Is this job related to your high school vocational training? ____Yes ____No

Are you attending school? ____ Yes ____ No. If so Where? ______________________

What branch of study are you taking? ______________________

What do you feel could (or should) be done to strengthen or improve the existing program?

____

____

Dear Graduate:

We need your help! In order to provide better vocational programs for students, we must know how effective our program(s) have been in past years. You can supply this information by filling out the attached questionnaire and dropping it in the mail. This information is most useful in upgrading our existing program.

If you do want to be identified: FOLD THIS FLAP IN, STAPLE OR TAPE AND DROP IN THE MAIL.

If you do not want to be identified. TEAR THIS FLAP OFF, STAPLE OR TAPE AND DROP IN THE MAIL.

NOTE:

This survey form is used by the Umatilla ESD Regional Coordinator. Addresses of all the graduates and early leavers are obtained from the OTIS (Oregon Total Information Service) computer system. Labels with addresses for all receivers, including the head counselor of each school, are then made up by the coordinator.

Appendix GG-2

1. While in high school I was enrolled in the following vocational program(s):

☐ AGRICULTURE ☐ CONSTRUCTION/WOODWORKING ☐ METALS/WELDING ☐ MECHANICS
☐ FOOD SERVICE/HOME ECONOMICS ☐ BUSINESS EDUCATION ☐ GRAPHICS/DRAFTING
☐ WORK EXPERIENCE ☐ I TOOK ACADEMIC SUBJECTS ONLY ☐ OTHER ____________

2. I am currently: ☐ EMPLOYED FULL-TIME - JOB TITLE ____________
☐ EMPLOYED PART-TIME - JOB TITLE ____________
☐ UNEMPLOYED BUT LOOKING ☐ NOT SEEKING EMPLOYMENT

3. If employed, please indicate your monthly income range:

☐ UNDER $200 ☐ $200 - $399 ☐ $400 - $599 ☐ $600 - $799
☐ $800 - $999 ☐ $1000 - $1199 ☐ Over $1200

4. I am attending:

☐ FULL-TIME
☐ PART-TIME

☐ BLUE MOUNTAIN COMMUNITY COLLEGE
☐ ANOTHER 2-YEAR COLLEGE
☐ A 4-YEAR COLLEGE OR UNIVERSITY
☐ A PRIVATE VOCATIONAL SCHOOL
☐ OTHER ____________

MAJOR ____________
MINOR ____________

5. I took a job or enrolled in a school: ☐ IN MY COMMUNITY ☐ IN EASTERN OREGON
☐ IN OREGON ☐ OUT OF OREGON ☐ OUT OF THE USA

6. I used my high school guidance and counseling services for: (Check one or more) ☐ COLLEGE COUNSELING
☐ FINANCIAL AIDE ☐ JOB PLACEMENT ☐ SELECTING A HIGH SCHOOL VOCATIONAL PROGRAM
☐ SETTING A CAREER GOAL ☐ DID NOT USE GUIDANCE AND COUNSELING SERVICES

7. I would rate those guidance and counseling services I used:

☐ ADEQUATE, I GOT ENOUGH COUNSELOR TIME ☐ ADEQUATE, BUT I WOULD HAVE LIKED MORE TIME
☐ POOR, BECAUSE I DIDN'T GET ENOUGH COUNSELOR TIME ☐ POOR, EVEN THOUGH I GOT ENOUGH TIME

8. I received information about careers from: (Check one or more)

☐ COUNSELORS ☐ TEACHERS ☐ FRIENDS ☐ PARENTS
☐ CIS: (Circle One) ☐ PRINTED LITERATURE ☐ OTHER (List) ____________
(a) NEEDLE SORT
(b) COMPUTER

9. Please rate your satisfaction with your high school vocational program.

☐ EXCELLENT ☐ GOOD ☐ AVERAGE ☐ POOR ☐ WASTE

10. Please rate your satisfaction with your basic educational preparation (reading, computation, writing, speaking, etc.)

☐ EXCELLENT ☐ GOOD ☐ AVERAGE ☐ POOR ☐ WASTE

11. While in high school: ☐ I FEEL I DID MY BEST ☐ DID WELL, BUT COULD HAVE DONE BETTER
☐ GOOFED OFF ☐ DROPPED OUT

12. Please make any comments or recommendations you feel might help us to help other students bridge the gap between high school and employment or college.

____
____
____
____
____

RESOURCE LIST

1. ADVISER'S ANSWER BOOK FOR VOCATIONAL STUDENT ORGANIZATIONS. OREGON DEPARTMENT OF EDUCATION, SUMMER, 1979.

2. ANNUAL HIGH SCHOOL AND COMMUNITY COLLEGE VOCATIONAL PROGRAM FOLLOW-UP SURVEYS. OREGON DEPARTMENT OF EDUCATION (REQUEST YEAR OF SURVEY)

3. DIVISION OF VOCATIONAL EDUCATION: PREPARING OREGON CITIZENS FOR EMPLOYMENT. OREGON DEPARTMENT OF EDUCATION, SEPTEMBER, 25, 1981.

4. FOR THE 1980'S, ALTERNATIVE VOCATIONAL EDUCATION PROGRAMMING. OREGON DEPARTMENT OF EDUCATION, VOCATIONAL EDUCATION DIVISION, OCTOBER 18, 1982.

5. HOW TO PLAN PUBLICITY. BEAVERTON SCHOOL DISTRICT # 48.

6. OREGON VOCATIONAL EDUCATION MANAGEMENT BULLETIN, PROFESSIONAL IMPROVEMENT PROGRAMS BULLETIN # 5. OREGON DEPARTMENT OF EDUCATION, SEPTEMBER, 1982.

7. OREGON VOCATIONAL SECONDARY PROGRAM EVALUATION: A PROCEDURAL HANDBOOK. DEVELOPED BY CENTENNIAL, GREATER ALBANY, AND PHILOMATH SCHOOL DISTRICTS AND THE VOCATIONAL TECHNICAL EDUCATION DIVISION,OREGON STATE UNIVERSITY WITH THE SUPPORT OF THE CAREER AND VOCATIONAL EDUCATION SECTION, OREGON DEPARTMENT OF EDUCATION, JUNE, 1980.

8. PLANNING FOR PROGRESS. MULTNOMAH EDUCATION SERVICE DISTRICT, 1980.

9. VOCATIONAL EDUCATION PROGRAM APPLICATION MANUAL FOR OREGON SECONDARY SCHOOLS. OREGON DEPARTMENT OF EDUCATION, 1982-83.

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